DOCUMENT RESUME

ED 482 903 PS 030 257

AUTHOR	Hancock, Juliet, Ed.
TITLE	Progress with Purpose: Supporting Continuity in Children's Learning, 3-8. [Educational Kit]. Early Education Support.
INSTITUTION	Learning and Teaching Scotland, Dundee.; Scottish Executive Education Dept., Edinburgh.
ISBN	ISBN-1-85955-761-9
PUB DATE	2002-00-00
NOTE	121p.; Videotape and CD-ROM are not available from ERIC.
AVAILABLE FROM	Sales Department, Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY, Scotland (22.50 British Pounds Sterling plus VAT 3.94 British Pounds Sterling). Tel: 01382-443600; Fax: 01382-443645/6; e-mail: orders@LTScotland.com; Web site: http://www.LTScotland.com.
PUB TYPE	Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Classroom Environment; Decision Making; Developmental Continuity; *Early Childhood Education; Emergent Literacy; Foreign Countries; Leaders Guides; National Curriculum; Optical Disks; *Preschool Teachers; *Professional Development; *Reflective Teaching; Sex Differences; Staff Development; Student Evaluation; *Teacher Student Relationship; Videotape Recordings; *Young Children
IDENTIFIERS	Daily Routines; Scotland

ABSTRACT

In response to the growing need for addressing continuity in children's learning at transition points, this package of staff development materials was developed to provide support, guidance, and contexts for discussion enabling early years and primary school staff in Scotland to reflect and share information about effective assessment and documentation of children's learning experiences. The package is comprised of a book of staff development activities, a videotape upon which the activities are based, and a CD-ROM. Following introductory remarks, the book presents ideas and suggestions for group leaders and describes how to use the staff development package. Activities are designed for use in short informal meetings or in more formal inservice programs. Each activity contains information on the focus of the meeting, its estimated time, materials needed, leader's notes, and participant activity sheets. Three appendices provide videotape transcripts. The videotape features sequences from both early years and primary school settings, and focuses on various aspects of early years education: (1)decision-making opportunities in the classroom; (2) the role of the physical environment in supporting and enabling children's learning; (3) reflecting on and documenting children's language in peer social interaction; (4) the role of routines in children's lives in a range of contexts; (5) identifying how teachers might respond to gender differences in reading development; (6) supporting children's early reading; (7) using observation of children's self-initiated learning in existing plans for children's learning, and (8) sharing information on children's learning with others. The CD-ROM provides an example of the features in a Transition Record encompassing both the Curriculum Guidelines 3-5 and the 5-14 National Guidelines. The CD-ROM is divided into eight sections, which show by either

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short video clips, photographs, or text an explanation of what the transition feature might mean in practice: (1) expressive communication; (2) listening and talking; (3) mathematics; (4) personal, emotional, and social development; (5) physical coordination; (6) reading; (7) understanding the environment; and (8) writing. (KB)

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ED 482 903

Progress with Purpose: Supporting Continuity in Children's Learning, 3-8 [Educational Kit]

Early Education Support

Juliet Hancock, Editor

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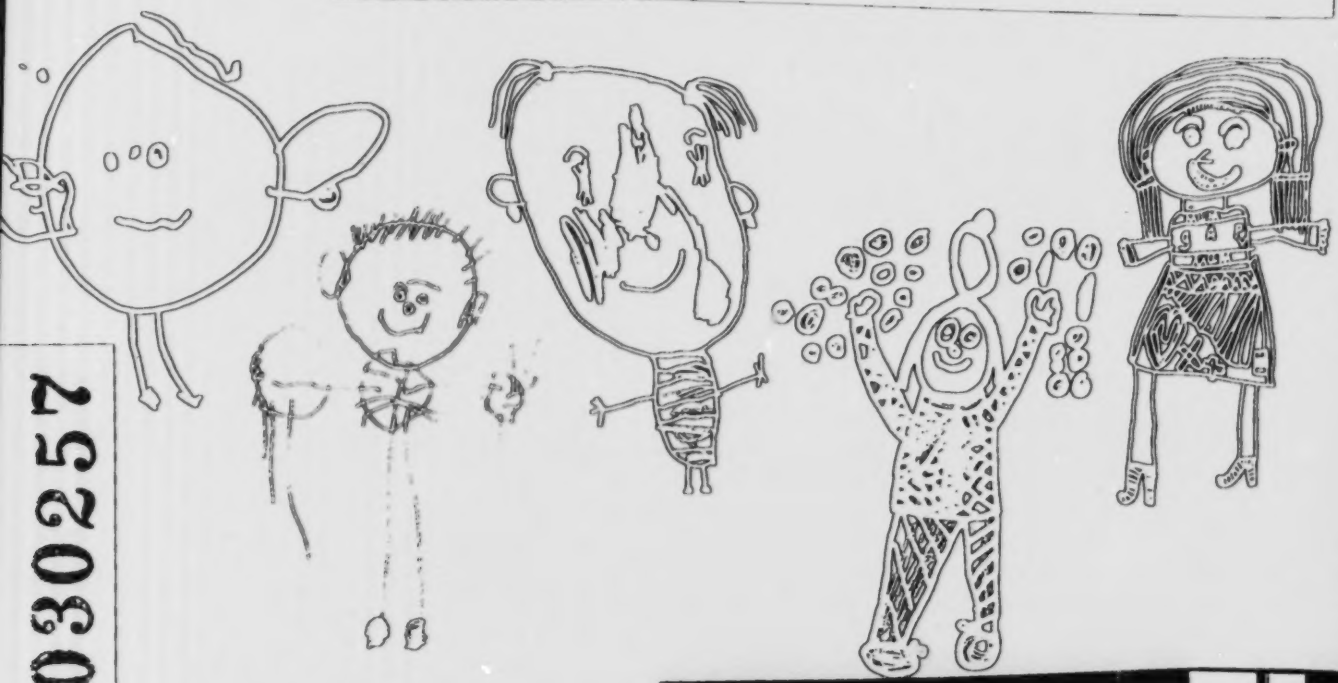

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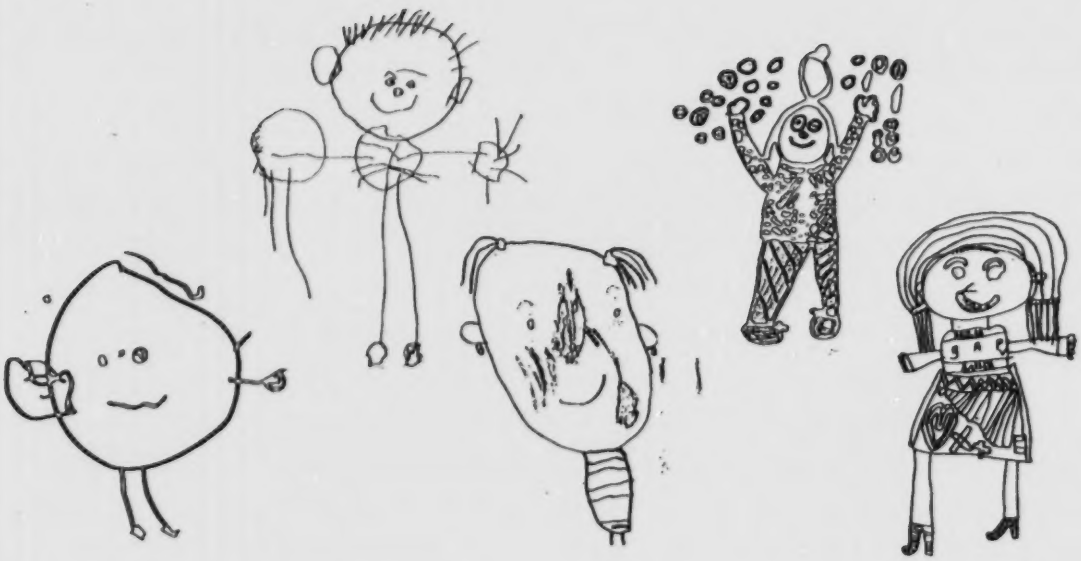

First published 2002

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ISBN 1 85955 761 9 (for pack)

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CONTENTS

Acknowledgements v

Introduction 1

Support for group leaders 5

Guide to using the pack 10

1. **Toadstools** 15
   - Session 1: Surprising finds 15
     - Activity A 17
     - Activity B 18
   - Session 2: Can needles be soft *and* jaggy? 19
     - Activity A 21
     - Activity B 22
   - Session 3: Fairies and toadstools 23
     - Activity A 26
     - Activity B 27
   - Session 4: Outdoors – a challenge or an opportunity? 28
     - Activity 30

2. **Taylor** 33
   - Session 1: Decisions, decisions! 33
     - Activity A 35
     - Activity B 36
   - Session 2: Making choices 37
     - Activity A 39
     - Activity B 41
   - Session 3: Do you really mean what you say? 42
     - Activity 44

3. **At Home** 47
   - Session 1: Playing together? 47
     - Activity A 49
     - Activity B 50
   - Session 2: It's *my* hamster! 51
     - Activity A 53
     - Activity B 54

4. **Bear Drawing** 57
   - Session 1: Do you like my bear? 57
     - Activity 58
   - Session 2: That's not a bear! 59
     - Activity A 61
     - Activity B 62

Session 3: Bears and even more bears ... 63
Activity 65
5. Paint Tray 69
Session 1: A palette of colours 69
Activity A 71
Activity B 72
Session 2: There are routines and routines 73
Activity 75
6. Just Reading 79
Session 1: With a little help from my friends 79
Morning session 80
Activity 81
Afternoon session 83
Statement sheet 84
Activity 86
Session 2: Enjoying reading 87
Activity A 89
Activity B 90
7. Lights, Camera, Action! 93
Session 1: Take one! 93
Activity 96
Session 2: Eeny, meeny, miny, mo ... 97
Activity A 99
Activity B 100
Session 3: When I grow up I'd like to be ... 101
Activity 103
Session 4: Take Two! 104

And in conclusion 106

Appendix 1: Toadstools transcript 108

Appendix 2: Bear Drawing transcript 116

Appendix 3: Just Reading transcript 119

Acknowledgements

The production team would like to thank the children, staff and parents of the following schools and establishments for their involvement in the making of this project, for their support, enthusiasm and for making us feel so welcome.

Burgh Primary School and Nursery Class
Glenlee Primary School and Nursery Class
Early learning Unit
Chatelherault Primary School Nursery Class
East Milton Primary School
Edenside Primary School
Belhaven Nursery School
Madeira Nursery School

Writing Team

This pack of staff development materials is the result of practitioners from many different settings working together to produce *Progress with Purpose*. Without their collaboration, enthusiasm, contributions, comments, good humour and sheer hard work this pack would be very different. A particular word of thanks should go to Juliet Hancock for her valuable help in the final editing stages of the pack.

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The editors also acknowledge with gratitude the contributions of the following.

Moya Cove, Lecturer, Faculty of Education, University of Glasgow for the contribution taken from *Learning is Magic* Support for Group Leaders
Kate Cherry, HMIE
Mark Donnelly, Music Consultancy for excerpts on CD-ROM
Carolyn Hutchison, HMIE
Linda Gregson, Early Education and Childcare Division, Scottish Executive
Kath Sharp, Administrator, Learning and Teaching Scotland
Ranger Service, Chatelherault Country Park, Hamilton

Introduction

Why has this pack been developed?

This pack has been developed to help all those working with children in the early stages of their development and learning. It consists of a video, a CD-ROM and a print pack of staff development materials.

The materials have been developed in response to the growing need to address continuity in children's learning, particularly at the points of transition, where consultation has highlighted the importance of bringing systems together to allow for more effective and more harmonious methods of communication. The pack provides support, guidance and contexts for discussion, which will enable staff to work independently and together, reflecting and sharing information about effective assessment and documentation of children's learning experiences. This pack although focusing particularly on transition between the early years and primary sector raises issues that are equally relevant at any point of transition in a child's educational experience, for example to a specialist placement or from the primary sector to the secondary.

What do we mean by continuity?

Compatibility without sameness and stimulation without shock

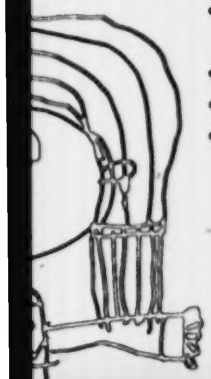
Watt, J. and Flett, M., 1985

Continuity in children's learning is best promoted when staff members are aware of what has been learned previously and what is planned for the future.

For the purposes of this pack, transition happens at the move from an early education setting to primary school. The knowledge, skills and understandings that the child brings will be developed further in this new environment, and we should ensure that there are recognisable similarities in this different context to promote continuity in learning that is meaningful, positive and exciting. It follows naturally that these same aspects are in place to make seamless transitions possible for children moving from any educational context to another.

Supporting continuity in children's learning is complex. It depends on staff members:

- acknowledging a shared understanding of the individuality of each child
- accepting the importance of relationships between child and child, adult and child, adult and adult
- understanding and accepting that children have preferred learning styles
- recognising and recording children's achievements
- sharing information with others



- accepting each other's professional judgements
- understanding that children have to come to terms with the different educational climate expected by different sectors
- considering what the child has learnt, and developing this learning in a purposeful way
- having in place an effective, manageable system of documenting children's achievements.

In doing so, our understanding will deepen and this in turn will enhance the experience for children, parents and ourselves.

Why 'Progress with Purpose'

Taking account of prior learning requires that purposeful communication take place at points of transition. It is important that communication about children's learning happens first with the child him/herself, with their parents and with other professionals. Instead of assuming a 'fresh start', effective collaboration and documentation – as well as communication, which looks to the future in primary school as well as back to the child's early years setting – allows good practice to be shared and gives children the opportunity to make meaningful and purposeful progress.

It is not enough simply to take account of prior learning and to document observations without deciding on the action that must follow. This particular pack aims to help staff members make this type of decision by watching the video sequences, interacting in the staff development activities and reflecting on how they might practise these skills in a meaningful way within their own setting.

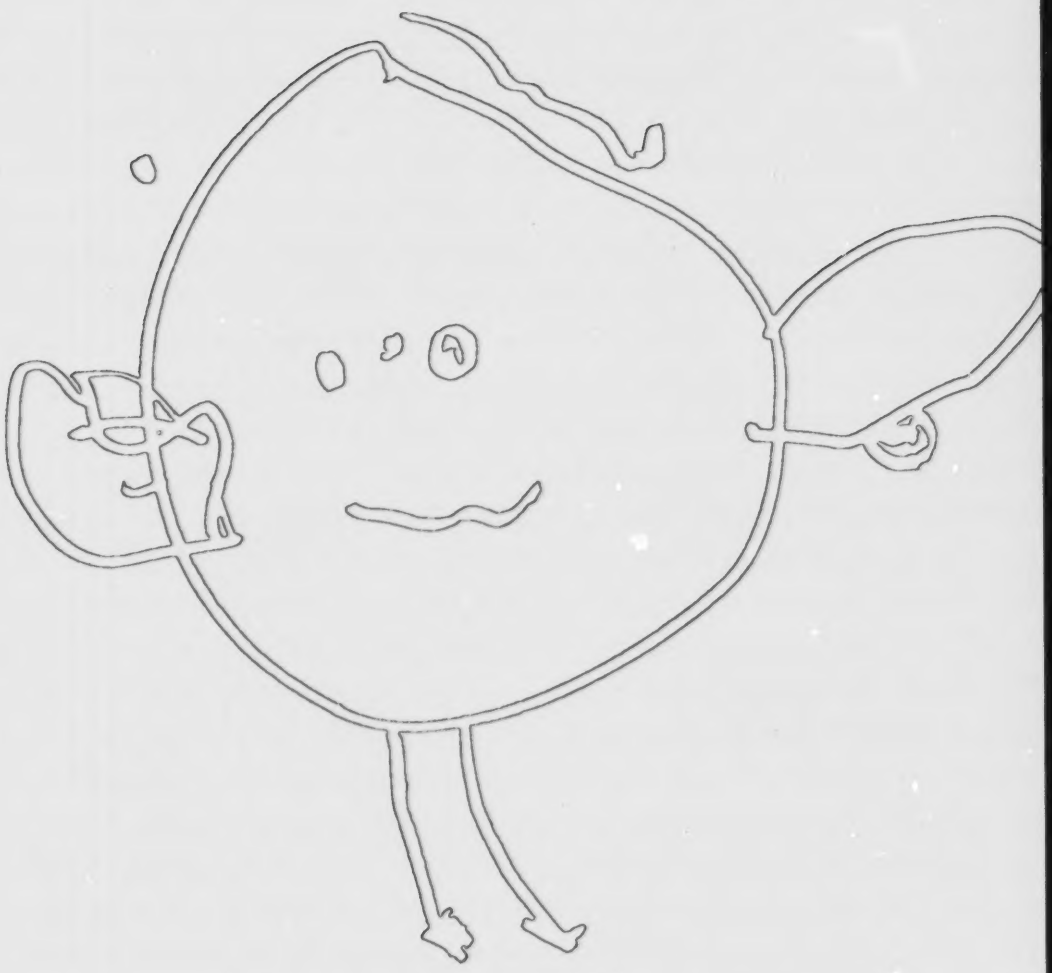
Who is the pack intended for?

This pack is intended for all staff working in the early stages of primary and in early years centres, in local authority, partner provider, voluntary and private settings. The activities presented in the staff development pack and in the CD-ROM help to exemplify learning in its many forms. They show a clear progression and indicate links between the early years and primary curricula. All the activities in the pack are designed to:

- provoke reflection and discussion on the continuity of children's learning
- facilitate discussion of the principles underpinning assessment
- focus on what staff members already know about children's learning
- encourage effective planning of possible directions for children's interests, development and learning
- suggest ways forward for continuity in learning and teaching styles between early years and primary
- support skills of gathering consistent, reliable evidence from observation
- bring together individuals in order to share methods of assessment
- promote assessment for learning as an ongoing, formative process.

Supporting continuity at times of transition is a challenge to us all, and has been for many years.

> *Children, like adults, enjoy and are stimulated by novelty and change. The first day at school, the first day at the 'big school', are landmarks in the process of growing up. Even when children are apprehensive they look forward to change. – But if change is to stimulate and not to dishearten, it must be carefully prepared and not too sudden.*
>
> Plowden Report, 1967



Support for Group Leaders

Introduction

This section is intended to highlight areas for consideration when preparing for the role of group leader. It has been designed to provide support and reassurance for those whose opportunities for leading staff development may have been limited – and it is hoped that the notes will help in making full and confident use of the material contained in the pack. It may also serve as a useful prompt for those who have had some experience in leading groups, but wish to use it as a checklist before sessions.

This section explores some of the questions that you may have as a group leader and gives ideas and suggestions to help you think through your task. It is important to note however that the suggestions are not exhaustive and you should feel confident to tailor the group activity to your own particular group of practitioners as necessary.

- What is the role of the group leader?
- How should I prepare for the session?
- How can I ensure the sessions are stimulating and varied?

What is the role of the group leader?

The group leader's role is to support active learning through the provision of appropriate opportunities that will encourage the group to engage in a reflective process – to extend their thinking and learning.

The video and related activities have been prepared to assist groups in this process and can act as a stimulus for reflecting on current practice. It is not the role of the group leader to impart information, to instruct or to give 'answers'. Identifying strategies and ways forward for any one group will depend on its own particular circumstance and needs and should evolve from the group's reflection. The group leader's role is to facilitate this learning process.

Some more specific aspects of the role to take into account are as follows.

Working with the group

This involves the need to:

- recognise the expertise and experience that members will bring to the group and to consider how to build on this rich resource
- encourage group members to feel good about participating and to value their contributions
- encourage group members to look critically at what they do in practice and how this practice might be enhanced

- clarify issues for the group and ensure shared understandings particularly between the two sectors
- challenge the group to broaden its thinking and to consider new perspectives
- encourage a joint understanding of the curriculum offered in both sectors.

Working with a co-leader

Where possible, you might consider working with a co-leader to run the group sessions. Sharing the task has a number of advantages and the group will benefit from having two leaders, both through the variety of presentation and through the experience of two different personality and leadership styles.

It will be important to establish that both co-leaders are clear about the overall plan and about who will be taking responsibility for specific tasks – introducing topics, leading activities, conducting feedback sessions, chairing and so on. Planning time will be essential to establish the pattern of working, practical considerations of all that is involved in preparation, the content of the sessions and clarifications of responsibilities.

Challenging aspects of the group – leader role

The experience for the group should be a very positive one and it will be important to bear in mind how the group feels as it embarks on such an experience. By giving some thought to this it is possible to pre-empt some of the issues or challenges that might arise and to think about how you might handle them. These may include:

- group members' expectations that may differ widely – here it will be important to clarify the aims of the sessions to diminish the possibility of disappointment
- the different levels of confidence that group members might have, and how secure or insecure they may feel about participating – here it is important to respect how people feel and encourage participation when they feel ready, perhaps through pairs or small groups at first
- The tendency for groups to focus sometimes on negative aspects of topics – here it will be important to emphasise constructive points and positive comments and to build on these.

What should I prepare for the session?

The following notes are offered both to help you consider practical details for the sessions and to help you collect your thoughts before leading the group.

Before the group sessions think of the following.

- What is the audience and how many are there in it?
- Who will inform them or invite them?

- Where is the session to be held?
- What is the date and timing of the session?
- How best will the time be organised?
- How should the room be arranged and who will be responsible?
- What refreshments should I organise and who will be responsible?
- Do I need to organise any particular equipment (flip chart, pens, paper)?
- What planning and preparatory work do I need to do? It is advisable to familiarise yourself with the entire section before delivering as it gives you a fuller picture of what you are aiming to achieve.
- When beginning a series of sessions what 'ground rules' might I need to negotiate with the group? (For example establishing that all information shared in the group should be treated confidentially.)

Leading the session

Introduction to the session

It is important for the group members to feel included and willing to share in the experience ahead. They will also require a clear understanding of the purposes of the sessions and how they are going to run. In order to achieve this you should:

- ensure a good welcome and set a positive and inclusive climate
- think of a short introduction to break the ice and allow people to begin to get to know each other so they are put at their ease (if working with a group whose members do not know each other)
- signal the content of the session by sharing the aim and indicate the nature of the activities so that the group knows what to expect (for example by watching the video extracts, workshops and feedback sessions)
- indicate that the session will conclude at a particular time and try not to go over the timing that you set. Bear in mind that the timings given for activities are for guidance only, as this will depend on the size of your group.

The main part of the session

The leader's notes are designed to give you clear guidelines for each session. You may also wish to consider the following points to help you in your role as a group leader.

- Remember to keep an eye on the timing (it may be appropriate to allow the group members more time if they are engaged in valuable discussions, and you may have to re-plan your next session accordingly).
- Think through the activity you are leading and be ready to respond to any issues that may arise.
- Make sure that you are responsive to the concerns of the group through spending time listening and observing as they are engaged in the activity.
- Remember to take part in the activity yourself, as you have experiences to offer.
- Keep the group 'on task', for example by moving the group on to the next part of the activity or by encouraging them to keep contributions relevant.

Finishing the session

It is important to make sure that you have enough time to finish the session to allow an evaluation of:

- what ground you have covered and whether the aim has been met
- what has been learnt and how best for group members to share their knowledge and skills in the future.

Consider with the group the next session confirming arrangements and an outline of the content.

How can I ensure the sessions are stimulating and varied?

The sessions that are provided in the pack have been designed to support staff in observing and assessing children's progress. You may wish to change the presentation and method of these discussion activities to vary the experience for the group members. The following notes are offered to give you some ideas.

- **'Post-its'**
  This is a good idea for brainstorming activities. Group members can write down ideas or identify issues and these can be displayed for everyone to see. Discussion can then take place and ideas shaped, formed, categorised, refined and so on.

- **Statement games**
  These can be a good idea for stimulating discussion and clarifying thinking. It will be necessary to prepare a range of statements for groups to consider. These statements should be slightly provocative in nature to stimulate discussion and invite agreement and disagreement – or to identify uncertainties. Group members can then discuss their own views and move towards a consensual (or a more informed) position.

- **Listening triad**
  This is good for ensuring that all have an opportunity to share their experience. It also helps in the development of active listening skills, questioning skills, and summary reporting skills. Each member of the group of three takes on a different role:
  - Teller (who explains what they have do)
  - Questioner (who prompts and seeks clarification)
  - Recorder (who listens, makes notes and sums up).

- **Snowballing**
  This is good for helping a group to think through priorities. In pairs first, members are asked to identify three issues. Having decided on their issues they are then asked to join with (or 'snowball') another pair. Now they have six issues to consider and must discuss these and boil it down again to three. This will help to ensure prioritisation. You may keep 'snowballing' the pairs if you wish.

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- **Case studies**
  To provide a very specific focus for discussion you may, when appropriate, provide a short case study to help the group relate the activity to another example of a real situation or a real child.

Guide to using the pack

The video and accompanying staff development materials have been designed to be used selectively and encompass snapshots of early years and early stages of Primary 1. In this way they can be used in any order to meet the needs of different practitioners working in different contexts. They have been designed so that staff from both sectors may have opportunities to work together on activities thus promoting a clear understanding of progression in children's learning and development.

We are indebted to all of those staff members, who were filmed in the making of this video, for their commitment and willingness to share their day-to-day classroom experiences with the children in their care. You will see a realistic record of practice, as we know it, within the education system. Those who were filmed would be the first to say that theirs is not 'best practice' but simply what you may see if you enter any early years or primary setting in Scotland on any day of the working week. Their generosity of spirit, their belief in the importance of the project and their willingness to support their colleagues throughout Scotland is very much appreciated.

The pack allows individuals and staff groups the rare opportunity to stand back and observe children actively learning in a wide variety of contexts, and to deepen their understanding of how best to support children's continuity in the learning process.

It allows staff members to:

- *describe* their observations of children's learning and gives confidence in knowing what to look for in the learning process
- *document* their observations of the learning that has taken place in the most appropriate way depending on their setting and purpose
- *discuss* their observations with other colleagues and allow different interpretations to be shared
- *decide* on the next steps in development and learning and what action to take as a result of what has been described, documented and discussed.

The activities can be used in short informal settings where staff members have the opportunity to come together or they can be organised to provide a more substantial in-service programme.

The role of the group leader is crucial to how the activities are used. Each activity begins with detailed notes for the group leader and the previous section 'Support for Group Leaders' contains additional guidance and management.

At the end of the pack you will find a list of additional ideas and issues arising from the video snapshots, which you may wish to consider further in your own setting. This list is not exhaustive but simply gives options for using the materials for future discussion. You will find this in the section entitled: 'And in conclusion ...'

The video itself contains seven separate sections, and the activity notes will guide you in use of the video sequences.

The CD-ROM is designed to complement the video material and it exemplifies features of learning that might be documented on a transition record. It shows video clips, spoken text, photographs, and children's work to help staff gain a closer understanding of children's learning and development at this important stage. It can be used individually or in a small group of two or three. The CD-ROM is divided into eight sections and full instructions are given on the disc to allow you to access the material as easily as possible.

In this pack we have made reference to several publications:

- *A Curriculum Framework for Children 3 to 5*, Scottish CCC, 1999
- *5–14 National Guidelines*, Learning and Teaching Scotland, 2000 (various titles)
- *Learning is Magic – Supporting adults in assessing children's progress 3–5*, Scottish CCC, 2000.

These publications should already be in your establishment. Additional copies can be obtained from:
Customer Services
Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY
Learning and Teaching Scotland, 74 Victoria Crescent Road,
Glasgow G12 9JN
Tel: 08700 100 297 Fax: 08700 100 298 email: orders@LTScotland.com

Toadstools

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Toadstools

Session 1: Surprising finds

Time
About two and a half hours

Focuses
- To take the opportunity to remind ourselves of the surprises that nature holds.
- To discuss the potential of the outdoors as a resource, encouraging staff members to reflect on their own learning environments.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to allow staff to think about the outdoor environment and the interest and wonder it can inspire in children. It is designed to allow staff members the opportunity to reflect on their own provision and the value of the outdoors as a resource. The activity is based on the video sequence 'Toadstools'.

Show the group the video sequence 'Toadstools'. Distribute Activity Sheet A. Show the video sequence again, this time asking the group members each to make a list of any aspects of the environment that seemed to inspire wonder or surprise in the children in some way. The activity sheet provides an example of this.

Ask the group to share in smaller groups of four or five what they have identified.

Draw the groups back together. Share their responses and note on a flip chart. Observations could include the following.

- Pine needles can be soft *and* jaggy.
- Things that are very tiny can grow to be very big.
- Someone's daddy can be as tall as a tree.
- Toadstools can produce ink.
- Seeds exist that are so small you cannot even see them.

Discuss the levels of involvement of the children, asking the group to focus on persuasive evidence of the children's interest and wonder in their surroundings.

Offer the group the opportunity to view the video sequence once more and to ask it to divide into the smaller groups to focus on the points below, which can be recorded on a flip chart.

- Children's facial expressions
- Children's body language
- Children's responsiveness to questions
- Children's engagement in conversation

Discuss the findings, adding the evidence to the flip chart. It is important to stress the non-verbal evidence of children's involvement here, so that the focus is not exclusively on those children who were most talkative.

Now ask the group members to focus their attention on their own provision, acknowledging that within the group many different types of setting may be represented. It may be useful at this point to emphasise that the video sequence illustrated children on an outing and that lack of outdoor provision need not lead to a lack of opportunity to use the outdoors.

In small groups or pairs, ideally matching early years staff with primary staff, ask the group to plan an outdoor experience that would allow children both to wonder about and to learn from their surroundings. Emphasise that this could be in the form of an outing or of using existing outdoor space. Distribute Activity Sheet B, which provides suggestions for staff, and discuss these briefly before beginning the activity.

To conclude this activity, ask the pairs to share their planned outdoor experiences briefly. It may be useful to collect these plans and have them collated and distributed to the group members as a bank of ideas for future use.

Activity Sheet A

Aspects of the environment that seemed to catch the children's interest and make them wonder at their surroundings.

- Pine needles can be both soft *and* jaggy.
-
-
-
-
-

Activity Sheet B

The following questions might help you to focus your plans.

Where?

- Is there a child-centred outdoor environment, already within your setting, which you can use?
- Is there an underused outdoor area, within your setting, which you can plan around?
- Is there a local community resource or outdoor area that is accessible?

Who?

- Is there anyone else that you can include in your plan, for example a countryside ranger, a parent with knowledge of or interest in the environment, a local Ground for Learning action group, or older children?

Why?

- What are you hoping the children will experience?
- Will they explore, become aware of change?
- Will they develop their powers of observation and their ability to describe, contrast and compare?
- Will they record, measure, sort, categorise?
- Will they have opportunities to learn about how to care for the environment and gain a sense of responsibility towards it?
- Will they be encouraged to develop an appreciation of natural beauty and a sense of wonder about their surroundings?

Session 2: Can needles be soft *and* jaggy?

Time
Two and a half to three hours

Focuses
- To highlight the way in which children's interests and unexpected opportunities can be used to extend children's language.
- To discuss ways of building on prior learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to draw attention to the many valuable opportunities that exist, in situations where children's interest levels are high, for children to explore their own vocabulary and for adults to extend vocabulary. It encourages staff to focus on responsive interaction with children's interest and to construct plans for building on prior learning.

Show the group the video sequence 'Toadstools', and provide a transcript of the conversations that take place. See Appendix 1.

In small groups of four or five, ask staff members to complete Activity Sheet A based on what they have seen and on the evidence from the transcript. Stress that the activity sheet asks them to focus on:
- the opportunities provided for children to explore the vocabulary that they already have
- the opportunities that arose for adults to encourage children's language and introduce new vocabulary, particularly the language of comparison.

Bring the group members back together and share the findings on a flip chart. Some of their suggestions might include:
- children exploring the vocabulary they already have:
  - *poor wee things, sad*
  - *soft, jaggy, thin*
  - *as big as, bigger than, tiny, tinier than*

- adults encouraging children's language:
  - *it was cruel – why was it cruel?*
  - *how do the needles feel – straight, soft, jaggy?*
  - *soft like your scarf*
  - *as tall as*
  - *measure against*
  - *bigger than*

– *what do you think?*
– *tinier than*

Ask the group to think about the way in which the second adult extended what the first adult had initiated, when discussing the pine needles. Base this on the transcript of the video sequence. Suggestions might include:

- asking the children to run their hands along the pine needles in different directions
- asking the children to compare textures – the softness of the needles and the soft scarf.

How might this have encouraged the children to use their own comparisons as they observed and described? Ask the group to identify any evidence of this, from the children's conversation, recording their suggestions on the flip chart. Suggestions might be:

- *they're very thin*
- *as tall as my dad*
- *about the height of you*
- *as tall as that branch*
- *when I'm 5*
- *tinier than a pea*
- *the size of a spider's leg.*

Now ask the group, having thought about the language opportunities that it has seen, to consider how it might plan to build on this evidence. Divide the group into smaller groups of four or five and provide each with a focus for its discussion, distributing the accompanying Activity Sheet B. Point out that these foci for further planning have all been taken from evidence within the video sequence.

Draw the group back together, inviting the children to share their plans. This could lead to an interesting discussion, as the age group with which they currently work will have influenced staff plans. Conclude by allowing the time for this discussion, as staff members share their perceptions of what children already know and how they would provide opportunities to take this on further.

Activity Sheet A

Children exploring the vocabulary they already have

-
-
-
-

Adults encouraging children's language

-
-
-
-

Activity Sheet B

In small groups, work on the focus for further learning that your group has been allocated. The particular emphasis of your plan should be on language and communication/English language.

Focus 1
In the video sequence, you see that the children begin their explorations by looking at the carvings showing the plant and animal life within the park. How might you consolidate the children's learning and take it further, by returning to this feature at the end of the visit?

Focus 2
In the video sequence, all the children have bags in which they are collecting things as they explore. How might you use what the children have collected to prompt further discussion and exploration?

Focus 3
The video sequence shows one little girl, once the toadstool has been stamped on, saying:

> *My Gran knows a wee story* (about fairies and toadstools).

How could this child's knowledge be used? How would you plan to share this knowledge, further this child's interest and also introduce opportunities for other children?

Focus 4
The video sequence shows the children's interest in the large toadstools, the ink that comes from them and the possibility of writing with feathers. There is not sufficient time or opportunity to follow this up during the children's visit to the park. How would you plan to regain and extend their interest later?

Focus 5
The video sequence shows the children beginning to use language of comparison. They show an interest in trying to find the words to describe how small a toadstool seed is. How might you provide opportunities to explore the vocabulary of size further?

Session 3: Fairies and Toadstools

Time
About two hours

Focuses
- To discuss the use of unexpected situations to promote appropriate behaviour and further children's understanding of cause and effect.
- To highlight the ways in which peers can regulate each other's behaviour, individually and in groups.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for group.

Leader's notes

Note: at the beginning of this activity, the leader needs to be prepared to stop the video at the right moment.

The purpose of this activity is to highlight and discuss the ways in which children monitor, maintain and support each other's behaviour. The activity draws attention to the fact that the role of the adult can be an enabling one, rather than a directive one, which allows children to develop their understanding through peer control and support.

Show the first part of the video sequence 'Toadstools' up to the point where the toadstool has been stamped on and the staff member has discussed this with all of the children. Using Activity Sheet A, show the video sequence again, this time inviting the group to note down:
- what the child did that trod on the toadstool
- what the other children did
- what the adult did.

Bring the group back together and record its observations on the flip chart. These might include the following.

What the child did that trod on the toadstool
- stamped on the toadstool
- stopped and listened
- picked up the toadstool and looked at it
- added the toadstool to his bag
- responded to the staff member
- agreed that it was cruel
- explained what he would do next time

What the other children did

- said it would not grow any more
- showed that they were concerned
- said toadstools were poor things
- suggested that fairies lived in toadstools
- said that there were stories about this
- explained how things grew
- said that it was sad
- said to let the toadstool go because it was dirty

What the adult did

- showed concern
- said it was cruel
- said it was a shame
- agreed it was sad
- asked the other children to contribute, enlisting peer criticism of the act but not of the perpetrator
- listened to the children
- used eye contact
- positioned herself on the same level as the children
- used touch to emphasise a point
- checked that the child who had stood on the toadstool knew why it was cruel
- asked the child who had stood on the toadstool what he would do next time

Draw attention to the way in which the staff member responded to the children, including them and then letting them take the lead without losing sight of the learning intention.

Now show the second half of the video sequence, focusing attention in particular on the point where the children come across the big toadstools.

Working in pairs, ask the group to try and identify how the child who stood on the toadstool has regulated his behaviour, and how the other children help to control this. Record the ideas that are presented on the flip chart. Suggestions might include:

- *the child stops and looks*
- *the child shows interest*
- *the other child says not to stand on them and she shakes her head, using a serious expression*
- *the child who previously stood on the toadstool expresses interest by asking 'What are they?'*
- *the child shows growing empathy by asking for reassurance that nothing is living in the toadstool*
- *the child listens attentively to the conversation about ink.*

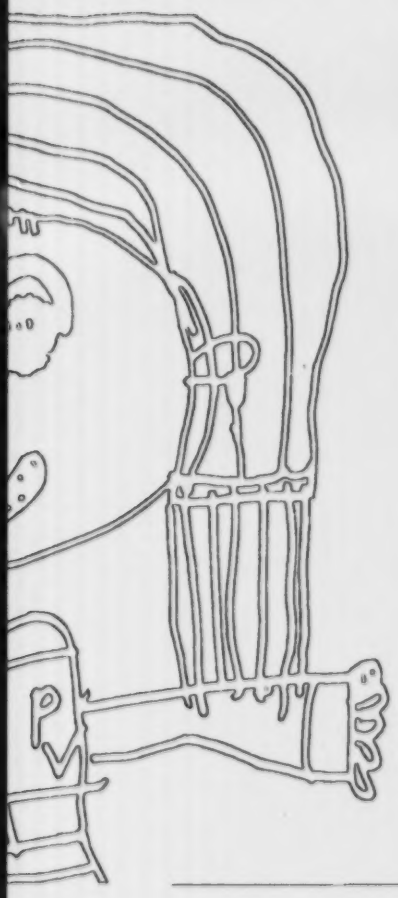
Ask the group to brainstorm about the implications for children's learning from what they have just identified. Collect the responses, listing them on the flip chart. Suggestions might include:

- *an unexpected event can be used as a teachable moment*
- *children can regulate each other's behaviour and learn from each other*
- *effective learning can take place when group control is enlisted and sensitively used*
- *children need opportunities to use and to practise what they know, without adult intervention.*

To draw this activity to a close, show the whole video sequence; ask the group to identify ways in which the learning that takes place in the video sequence provides future opportunities for extending the children's learning.

Remind the children that they may wish to focus on both individual and group needs. Use the activity sheet to focus the group on planning for further opportunities.

Conclude by drawing the group back together and noting on the flip chart the key issues that emerge.



Activity Sheet A

Make a note of your observations under the following headings.

What the child did that trod on the toadstool.

-
-
-
-

What the other children did.

-
-
-
-

What the adult did.

-
-
-
-

Activity Sheet B

Providing future opportunities:

- for individual children, to recognise their own behaviour and promote 'caring' situations, both indoors and outside.

- for groups of children, to continue to build on their skills of monitoring, supporting and maintaining each other's behaviour.

Session 4: Outdoors – A challenge or an opportunity?

Time
About two hours

Focuses
- To highlight the significance of the indoor and outdoor environments and the wider environment around schools, nurseries and playgroups.
- To plan, focusing on the links between outdoor activities and experiences and the indoor curriculum, drawing attention to the need for the outdoors and indoors to be both combined and complementary.

Preparation and resources
Note: in advance of this session, participants should prepare a weekly plan for their own setting. Participants need to be asked to bring their plan with them to this session.

- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to highlight the value of indoor and outdoor provision being both combined and complementary. The discussion and planning, which takes place within the group, is the primary focus of this activity.

Introduce the activity by distributing Activity Sheet A, which states some of the commonly perceived barriers restricting the outdoor curriculum. Ask the children, in small groups of four or five, to look at the statements on the activity sheet and together identify strategies for overcoming these difficulties.

Draw the whole group back together. Invite feedback, with emphasis on overcoming difficulties rather than allowing undue focus on the barriers.

Suggestions from the groups for overcoming these difficulties might include:
- using the wider, surrounding environment
- thinking of different ways of deploying staff so that children can be outdoors as much as possible
- recognising that there are many natural resources within the outdoor environment, as well as allowing resources to be adapted and used for more than one purpose
- recognising that care needs to be taken in both indoor and outdoor environments and children need to be encouraged to develop skills of independence and take some responsibility for their own safety
- acknowledging that the weather does not deter children – weather usually only deters adults! Adequate clothing for both children and adults can overcome this problem.

Now show the video sequence 'Toadstools'. Write the heading 'What are the children learning?' at the top of the flip chart sheet. Brainstorm as a whole group, stressing the many curricular areas being covered.

This might include:

- observing
- using the senses to support their observations
- paying attention and listening to others
- following instructions
- sharing ideas
- expressing thoughts and feelings
- being aware of change and its effect – on themselves and the world around them
- working together
- understanding and using mathematical processes to compare, estimate, contrast and measure
- caring for the environment and living things.

Invite the group members individually to focus on their own weekly plan. Ask them to evaluate their own plan, listing the opportunities for outdoor experiences. Ask them, in pairs, to go on to develop their plans further in order to combine indoor and outdoor experiences, trying to place an equal focus on both indoor and outdoor environments.

Conclude by asking the group members to come back together to share one example of how they plan to combine indoor and outdoor provision or to allow the outdoor environment to complement the indoor environment.

Activity Sheet

Providing outdoor experiences

Below are some of the often-stated reasons for restricting outdoor provision. In small groups, look at each statement and suggest a strategy for overcoming each.

Problems	**Solutions**
• lack of outdoor space	
• lack of flexibility within the setting	
• lack of resources appropriate to the outdoors	
• health and safety issues	
• the weather	

Taylor

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Taylor

Session 1: Decisions, decisions!

Time
About two hours

Focus
To consider the importance of including opportunities for children's decision making, when planning for learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Previously prepared flip chart, 'What makes good decision makers?'
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to highlight how, by developing decision-making skills, children can progress more competently and confidently. The activity is based on the video sequence 'Taylor'.

Invite the group to consider if it is important to encourage children to make decisions and to consider why it is important. Record the key issues emerging from this discussion on the flip chart.

Now show the group the video sequence 'Taylor', asking it to pay particular attention to Taylor with regard to decision making. Ask the group in particular to focus on:
- decisions Taylor had to make
- decisions that were made for Taylor
- additional opportunities for decision making that Taylor could have been offered.

Offer the group the opportunity to view the video sequence again, before going on to complete Activity Sheet A. Divide the group into smaller groups, asking them to discuss and complete the activity sheet.

Draw the groups back together and record on the flip chart the main issues emerging from their discussions. Now ask them to consider the following points, previously prepared on the flip chart, leading their discussion so that all the points are fully discussed.

What makes good decision makers?

- How do children become good decision makers?
- What are the advantages of feeling capable of making decisions?
- What opportunities could we offer children?
- How does providing children with decision-making opportunities help them to progress purposefully?
- What is the importance of planning for decision making?
- How might we assist a child who feels overwhelmed when expected to make a decision?

Allow time for this discussion to unfold, as staff members share their perceptions with one another.

Now distribute Activity Sheet B, which invites staff members to focus on decision-making opportunities within their own settings.

Conclude by inviting the group to share briefly their suggestions for additional opportunities for decision making that they would like to create within their own settings.

Activity Sheet A

- Decisions that Taylor made

- Decisions that were made for Taylor

- Additional opportunities for decision making that Taylor could have been offered

Activity Sheet B

Think of one area in your setting. What decision-making opportunities are provided for children?

Now suggest some additional opportunities to make decisions that you could plan to provide for children in your setting.

Session 2: Making choices

Time
About one hour

Focus
To encourage staff to consider how peer learning can assist in the continuity and progression of the learning experience.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to encourage participants to reflect on the value of peer learning and to consider how peer learning can assist children's ongoing, purposeful experiences. The activity is based on the video sequence 'Taylor'.

Introduce the activity by asking group members to brainstorm the various learning contexts that children experience in their setting. These might include:
- independent learning contexts
- group learning contexts
- adult–child learning contexts
- adult–group learning contexts
- child–child learning contexts.

Show the group members the video sequence 'Taylor', asking them to keep these contexts in mind as they view it.

Now divide the group into smaller groups and distribute Activity Sheet A, inviting them to consider how the different contexts may have affected Taylor's learning experience. Draw the groups' attention to the fact that Taylor is shown mainly either with the teacher or with one other child.

Draw the groups back together and ask them to share their responses. Discussion might include:
- Taylor's scope for learning
- opportunities to direct own learning
- opportunities to make choices
- motivation in relation to the different contexts
- consolidation of learning.

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The group may also choose to focus on other, more general advantages of peer learning, for example:

- it allows the adult to spend time with groups and with individuals
- It also allows children to see themselves as teachers as well as learners
- It is important at this point to stress the way in which peer learning can assist in the continuity and progression of the child's experience and the importance of planning for peer learning in the curriculum.

Now ask the group members to focus their attention on their own provision. Working in pairs, invite the group members to consider the ways in which peer learning could be promoted in their settings, using Activity Sheet B to record their suggestions.

To conclude this activity, ask the pairs to share briefly their suggestions for promoting peer learning.

Activity Sheet A

Taylor with adult – advantages	Taylor with child – advantages

Learning contexts and how these can affect learning

Taylor with adult – possible disadvantages	Taylor with child – possible disadvantages

Activity Sheet A (continuation)

Other advantages of 'peer learning' could include:

-
-
-

Activity Sheet B

Ways in which 'peer learning' is currently promoted within my setting.

•

•

New ways in which 'peer learning' could be promoted within my setting.

•

•

Session 3: Do you really mean what you say?

Time
One and a half hours

Focus
To discuss the ways in which language can act as a *tool* or a *barrier* to progression in learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

Note: at the beginning of this activity, the leader needs to be prepared to stop the video at the right moment.

The purpose of this activity is to encourage staff to reflect both on the ways in which language can support learning and on the ways in which the adult's use of language has the potential to hinder learning. The activity is based on the video sequence 'Taylor'.

Show the group just less than one minute of the video sequence 'Taylor', up to the part where the teacher has just said:

> *I don't know if you know your colours, you see, so I need to know if you know them.*

Ask the group to consider what it thinks the teacher meant when she made this statement, using the following questions to focus its thoughts.

- What might Taylor have understood by this question?
- What kind of activity did the group assume Taylor was about to become involved in?

Now show the group the full video sequence of Taylor, from the beginning.

Discuss with the group what the adult actually meant to say and what the adult could have said instead. Emphasise that the group, having viewed the entire video sequence, will now be aware that the adult was actually wondering whether Taylor could *read the names* of the colours and *not* whether he knew the colours themselves. How might the adult have phrased this differently in order to avoid confusion? Give this to the group as one illustration of how our use of language can potentially lead to confusion in respect of children's understanding and learning.

Now show the video sequence 'Taylor' one more time and ask the group to divide into pairs, using the first section of the Activity Sheet to identify any other examples that illustrate use of language that may lead to confusion.

Invite the pairs to share their observations and record on the flip chart the key issues emerging from what they have observed. Examples to bring to the group's attention include the following.

- When the adult said 'Let's get busy', Taylor was the last to stand up. Taylor may have been a new pupil and unsure of what to do next. This may have been unfamiliar language to him, and unclear as an instruction. If this were the case, what sense would Taylor have made of the adult's words?
- When the little girl said she knew how to do the jigsaw, because she had the tape, the meaning of this may have been unclear to Taylor and to an adult, had an adult been listening. What might an adult have made of this – and how might this information have been used as a route into learning?

Finally ask the group, again divided into pairs, to think about other examples of language that might lead to confusion, using the second section of the activity sheet to note their suggestions.

Invite the pairs to share their examples, reflecting on the many confusing messages unintentionally be giving to children that hinders rather than supports their learning.

Finally, focus the group on the last section of the activity sheet and discuss how language could have been used to facilitate Taylor's learning, noting the key points made on the flip chart.

Activity Sheet

How use of language may have acted as barrier to Taylor's learning

-
-
-
-

How some of the things adults commonly say to children might lead to confusion

What adults say ...	Possible confusion

At Home

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At Home

Session 1: Playing together?

Time
One and a half hours

Focuses
- To consider the role of the environment in supporting and promoting children's learning
- To encourage debate and discussion regarding children's levels of involvement in play activities.

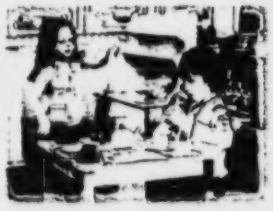
Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to draw attention to the powerful role that the physical environment can play in supporting children's learning and to encourage staff to make critical judgements of the environment's effectiveness. The activity begins the discussion about children's levels of involvement and allows staff members to plan more learning opportunities based on their observations. The activity is based on the video sequence 'At Home'.

Show the group the video sequence 'At Home'. Ask the group to put itself in the position of an adult observing the two children in the home corner. Ask the group to focus on what it would want to record from what it has just seen.

Invite the group members to share their suggestions, noting the key issues on the flip chart. These suggestions will be wide ranging, but may include:
- children playing alongside one another
- children developing fine motor skills, through pencil grasp and 'cutting'
- children involved in a conflict
- children creating imaginary worlds.



Ask the group now to think in a more focused way about what it has seen, by inviting it to consider how deeply it thinks the children are involved in their play. It is important at this point to stress that the activity the group is about to engage in is not concentrating on an assessment of the children – instead, it is using information gained from observing the children in order to indicate the quality of the activity they are involved in. It is also important to stress at this point that although the video sequence shows an everyday snapshot of

children at play, there is a need to look more critically in order to assess how effectively provision is being made for children's needs.

Distribute Activity Sheet A, asking the group members to work in pairs as they view the video sequence once again.

Having allowed enough time for thorough discussion between the pairs, draw the group members back together to share their findings.

It is important to bring a number of issues into the discussion at this point, to keep the effectiveness of the environment at the forefront of the discussion.

Points to raise include:

- the children showed short bursts of concentration – the telephone conversation and the cutting at the table are evidence of this. Both children persevered for a while on their own but were easily distracted when the hamster became a focal point for conflict
- neither of the children entered into each other's world, even when invited. 'Would you like to speak to Michael?' was completely ignored – how might these failed attempts to engage in cooperative play have affected enjoyment levels?
- the language the children used to try to enter one another's worlds was interesting – both appeared to adopt a cartoon, American style, of speech for a short period. This broke down, however, when both wanted to control what happened to the hamster
- neither of the children effectively resolved the conflict – they stopped engaging with one another instead.

Ask the group to consider whether there is sufficient evidence of children learning to convince it that the environment is fulfilling its potential as a support to children's development and learning. Were there opportunities that could have been extended, for:

- creativity
- developing skills of negotiation
- developing social skills
- developing a growing interest in print
- any other areas?

Invite the group to divide into smaller groups, to plan further opportunities for learning that could be created, choosing any one of the opportunities listed above. Distribute the Activity Sheet for the small groups to record their ideas on.

After an appropriate amount of time bring the groups back together to share their ideas.

Conclude this session by highlighting the role of ongoing observation in order to determine the effectiveness of the environment.

Activity Sheet A

View the video sequence for the second time, focusing on the following. In pairs, briefly note your responses.

How involved were the two children in what each was doing? Can you see evidence of:

- concentration

- perseverance

- energy

What degree of satisfaction do you think the children gained from their play?

- facial expression

- language used

- successful negotiation

Activity Sheet B

Creating further opportunities for learning

In small groups, select one of the areas and plan how you would extend the learning opportunities for the two children you have observed in the video sequence.

- creativity

- skills of negotiation

- social skills

- interest in writing

- any others

Session 2: It's *my* hamster!

Time
One and a half hours

Focuses
- To focus on children's skills of conflict management.
- To consider ways of supporting children's abilities to negotiate.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to allow staff to observe children's difficulties when managing conflict and to identify ways in which staff can support the development of children's skills of negotiation and conflict resolution. The activity is based on the video sequence 'At Home'.

Show the group the video sequence 'At Home', and ask it to focus in particular on the conflict that arises in the latter part of the video sequence.

Use the flip chart to record the group's immediate responses to the evidence of conflict it has seen.

Now ask the group to view the video sequence again, asking one half of the group to focus on the child that is sitting at the table (Child A), and the other half of the group to focus on the child that is using the telephone (Child B). Distribute the activity sheet to help participants to record their perceptions.

Draw the group members together and invite them to share their observations of the individual children. A picture should start to emerge of the two children's different stages of development.

Broaden the discussion now by asking the group to consider the following, offering the opportunity to see the video sequence where necessary for clarification.

- **Did the difference in physical development between the two children play a role?**
  Draw attention to the fine motor skills of Child A in comparison with the pencil grasp of Child B. Ask the group to think of the physical strength used to keep the oven door shut, and the way in which Child A initially used her greater height to hold the hamster out of reach.

- **Which child displayed greater confidence during the conflict?**
  Draw attention to Child A's decision to ignore Child B's complaint that it was her hamster, that the hamster would get burnt, and Child B's attempts to suggest an alternative cage in order to regain control.

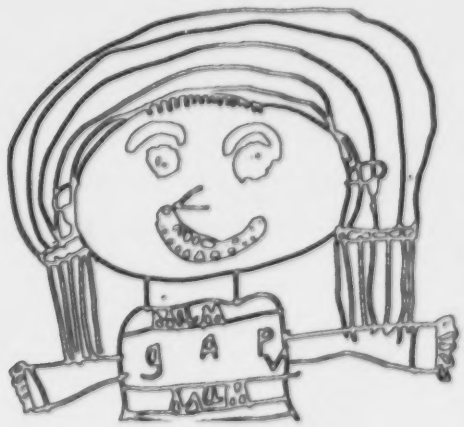
- **Did either of the children seek adult help at any point?**
  Child B did, having lost control of the hamster, she quickly turned to look for an adult to intervene as Child A held the door shut.

- **Although both children appear to have gone back to their play following the conflict, how does Child A quickly reassert herself in order to attempt to direct what happens in their play?**
  She says to Child B: 'You need to listen to me 'cos someone just listens.'

- **Was there a need for adult intervention at any point?**
  There may be a number of different views expressed at this point. It is important to emphasise the need for children to have opportunities to resolve conflict and practise their skills of negotiation. Where adults intervene too quickly these opportunities may be lost.

Distribute the activity sheet and ask the group members, in pairs, to consider whether they feel that either of the children showed an ability to negotiate successfully.

Draw the group members back together, and ask them to share their responses briefly, noting on the flip chart the key issues arising as they discuss the future opportunities that could be provided for mastering skills of conflict resolution and negotiation.



Activity Sheet A

View the video sequence for the second time, concentrating on the child you have been asked to observe. Make brief notes on the following.

- The behaviour that elicited conflict

- The child's reaction to conflict

Activity Sheet B

In pairs, consider the following.

- Did the children negotiate successfully?

- Were they able to reach a compromise?

- Did they show any understanding of each other's point of view?

- What opportunities need to be provided for each child to practise their skills of negotiation so that some positive outcomes can be derived from conflict? What implications are there for the adult's role?

Bear Drawing

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Bear Drawing

Session 1: Do you like my bear?

Time
About two hours

Focus
To consider and comment on the quality of language and communication arising during children's conversations.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to encourage participants both to reflect on what they hear the children saying and to consider how they would record the information gathered from such an observation. The activity is based on the video sequence 'Bear Drawing'.

Show the group the video sequence 'Bear Drawing' and distribute Activity Sheet A 'what do you hear? Ask the group to concentrate on the language used by the children, paying particular attention to:
- negotiating
- suggesting and encouraging
- reasoning and explaining.

Invite the group members to share their observations, and record on the flip chart the key issues emerging from what they have heard the children saying. These might include:
- negotiating – 'will we put some click clops on ...'
- suggesting and encouraging – 'why don't you get grey, 'cos I've got grey'
- reasoning and explaining – 'You know I'm still on the front, you can see my bear', 'this is a bear', 'I've started my name already'.

Now show the group the video sequence again. Invite the group members, in pairs, to complete a very brief record of significant language features, in relation to just *one* of the children in the video sequence. Emphasise that this record would be used to accompany the child's drawing into their personal profile, and that they need not necessarily choose to focus on the most obviously talkative child.

Conclude by drawing the group members back together to discuss the value of using this type of record to accompany children's work.

Activity Sheet

What do you hear?

Concentrate on the language being used by the children, paying particular attention to:

- negotiating

- suggesting and encouraging

- reasoning and explaining

Session 2: That's not a bear!

Time
About two hours

Focuses
- To encourage staff to examine the nature of relationships between children in a group.
- To discuss how relationships might influence children's social development and learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to draw attention to the ways in which children within a group may relate to one another and to encourage staff to consider the influences this may have on children's social development and learning. The activity is based on the video sequence 'Bear Drawing'.

Show the group the video sequence 'Bear Drawing' and ask it to observe the social interactions taking place, using Activity Sheet A to focus its observations. Particular features to emphasise include:
- the way in which the five children in the group relate to one another
- the way in which they take an interest in each other's work
- the ways in which they begin to tune in to each other's efforts and begin to anticipate one another's needs.

Invite the group to share their findings and record on the flip chart the key points from this discussion. Ask the group to consider briefly the degree to which the shared experiences illustrated in the video sequence might contribute to relationships between children and to early friendships.

Now ask the group members, in pairs, to view the video sequence again, this time concentrating on just one child. Distribute Activity Sheet B, asking the pairs to focus on:
- the child's role within the group, both verbal and non-verbal
- the way in which working within a group can increase time on task for an individual child
- the way in which the interaction within the group can influence the quality and outcome of the activity.

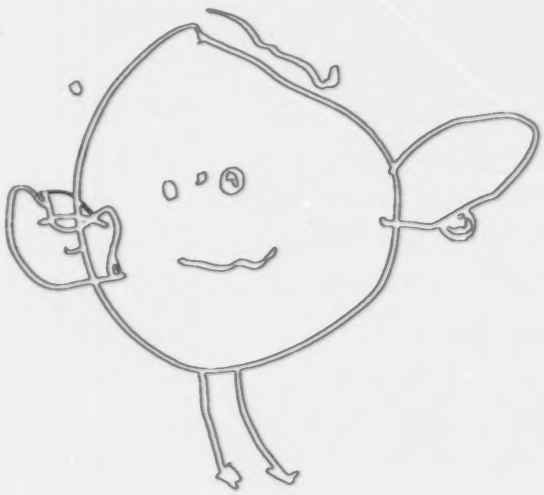
Draw the group members back together and record on the flip chart the main issues emerging from their work in pairs. Allow time for this discussion as they share their observations of individual children within the group.

Observations might include:

- *some children were more verbal than others*
- *some children were less involved with others*
- *many of the children showed high levels of concentration*
- *all of the children stayed on task for a significant amount of time*
- *the process of 'bear drawing' and all the interaction that took place influenced the outcomes.*

Now ask the group members, in pairs, to consider how they might provide and support further opportunities, for individuals and for groups of children, which would promote social development and learning.

Conclude by inviting the pairs to share their suggestions, noting on the flip chart the key points that emerge.



Activity Sheet A

Children working in a group

Focus your observations on:

- the way in which the five children in the group relate to one another

- the way in which they take an interest in one another's work

- the way in which they begin to tune in to each other efforts and begin to anticipate one another's needs.

Activity Sheet B

Individual children within a group

In pairs, concentrate on just one child within the group. Focus your observations on:

- the child's role within the group, both verbal and non-verbal

- the way in which working within the group increased time on task for that child

- the way in which interaction within a group influenced the quality and the outcome of the activity for the child as an individual.

Session 3: Bears and even more bears ...

Time
About one hour

Focuses
- To reflect on the opportunities staff members provide for independent, small-group interaction.
- To plan for future opportunities that support social interaction and peer learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to allow staff members the opportunity to reflect on their own provision and the current and future possibilities for children's social interactions. The activity is based on the video sequence 'Bear Drawing'.

Show the group the video sequence 'Bear Drawing', asking them to focus on evidence of social interaction between the children, making brief notes of the evidence they see. These might include children:
- talking to one another
- sharing resources
- commenting on each other's work
- asking each other questions.

Ask the group to feed back the evidence it has observed of children's social interaction, noting the key points on the flip chart.

Now ask the group to divide into pairs, to consider the value of providing opportunities that support the kind of social interaction seen in the video sequence. Ask each pair to share with one another the opportunities they already provide within their settings, emphasising that these opportunities may often be where children are working independently with little or no adult involvement.

Draw the group members back together, inviting the pairs to share what they have discussed.

Now invite the group members to reflect on opportunities that they feel they could provide in the future to support children's social interaction and peer learning further, using the Activity Sheet to note their ideas.

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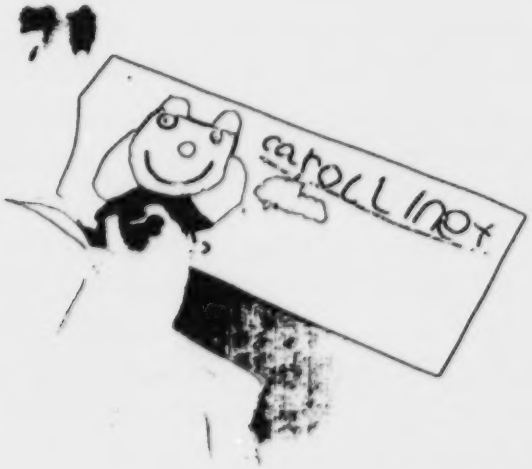
Conclude by inviting them to share their ideas for future opportunities, explaining the benefits they hope this will have to the children that they work with.



Activity Sheet

Future opportunities for social interaction and peer learning could include:

The benefits to the children would be:

Paint Tray

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Paint Tray

Session 1: A palette of colours

Time
One and a half to two hours

Focus
To consider the role that routines can play in children's development and learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to encourage staff to reflect on the role that routines play in children's lives in a range of contexts and to consider whether children's involvement in routine tasks is always carefully thought out. The activity is based on the video sequence 'Paint Tray'.

Begin this session by asking the group to reflect on the many routines that children may be involved in at home, from a very early age. Brainstorm as a group, listing suggestions on the flip chart. Possible suggestions might include:
- handwashing and bathing routines
- mealtime routines
- shopping routines
- housework routines
- dressing/undressing routines
- bedtime routines.

Discuss with the group the value of some of the routines it has identified, in terms of children's development and learning. Suggestions are likely to recognise the benefits to all aspects of children's development and learning of the many experiences that form the daily routine of their home lives. It is important to emphasise at this point the social nature of many of the above opportunities that routine aspects of family life have to offer.

Now show the group the video sequence 'Paint Tray', using Activity Sheet A 'What do you see?' to briefly record their observations.

Invite the group to share its observations and record the key issues on the flip chart. These might include:
- a child on her own
- a child completing a task

- a child who is concentrating
- a group of other children engaged with an adult.

Show the group members the video sequence again, asking them to focus on the following issues as they observe the sequence for the second time.

- The child's level of concentration
- The child's level of engagement
- The child's level of enjoyment
- The child's level of confidence

Ask the group to feed back its observations, noting on the flip chart the key issues that arise from this discussion. Observations will be varied, but it will be important to include in the discussion some of the issues such as:

- the child's level of concentration – she is clearly very able, but is almost mechanical in her actions. She matches the paint tray contents apparently effortlessly. Perhaps this is a task she has frequently done before.
- the child's level of engagement – she is frequently seen gazing in other directions, at the other group of children, to see where the camera is pointing and so on.
- the child's level of enjoyment – this is more subjective, and relies very much on facial expression, which is serious but not intently focused on the task in hand. Having completed the task, the child does not appear to share her achievement with anyone. This could raise questions about levels of satisfaction, particularly as the orange paint may have seemed unfinished in the child's eyes.
- the child's level of confidence – the child appears confident, does not ask for assistance and does not hesitate or appear unsure.

There may be different views expressed at this point and it is important to stress the following points.

- Snapshots of provision clearly only give us part of the picture.
- What we see in the video sequence poses some interesting questions for discussion, which now need to be looked at more closely.

Invite the group to consider some of the questions that the video poses. Divide the group into smaller groups and distribute Activity Sheet B. Ask the groups to consider the statements on the activity sheet, making a note of their responses to feed back to the whole group.

Draw the groups back together, allowing enough time for thorough discussion of each statement.

Activity Sheet A

What do you see?

As you view the video sequence, briefly note your observations.

- I see a child completing a task.
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-

Activity Sheet B

The video sequence poses some interesting questions. In small groups, discuss each statement, making a note of the groups' responses to feed back to the larger group.

- The paint tray task was given to an able child who had no difficulty in fulfilling the task. This happens frequently in early years and primary settings to 'able' children, and can exclude them from joining in with other activities taking place in the setting.

- Giving responsibility to children allows them to develop and practise skills but also increases their self-confidence and their self-esteem. Tasks given to children should always take this into account, to avoid being repetitive time fillers.

- Children are daily involved in many routines at home, which are often experiences that promote their development and learning. Early years and primary settings have a responsibility to value and build on what children already know and to ensure that they make the best use of routines as opportunities to extend children's development and learning.

Session 2: There are routines and routines

Time
One and a half hours

Focuses
- To encourage staff members to reflect on the role that routines play within their provision.
- To provide an opportunity to plan ways in which routines can be best used to support and promote children's development and learning.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to draw attention to the many valuable ways in which daily routines can support children's development and learning and to allow staff members the opportunity to reflect on and plan for their own use of routines. The activity is based on the video sequence 'Paint Tray'.

Show the group the video sequence 'Paint Tray', emphasising that they are about to see a child involved in an everyday routine within an early years setting.

Now invite the group to brainstorm the many routines that make up the early years and primary day, recording the suggestions made on the flip chart. These might include:
- going to the toilet and handwashing
- lining up
- dressing and undressing for physical activities and outdoor play
- mealtimes
- collecting coats bags and other belongings
- adding to individual portfolios of work.

Now invite the group members, in pairs, to discuss each of the routines on the flip chart in order to identify the learning opportunities inherent in each of them. As the pairs discuss each routine, ask them to highlight those that they feel they are currently under using as opportunities for extending children's learning.

Draw the pairs back together and look at the routines for extending children's learning that they felt they were underusing, noting their reasons on the flip chart. Responses will be varied, reflecting individual settings. At this point, however, it must be stressed that it is necessary to overcome certain problems, such as a lack of time-making routines, rather than just treat them

as an opportunity for learning. The group members can now move on to making plans for their own provision.

Invite the group to reflect more deeply on its own provision, using Activity Sheet A to focus its plans. Issues to focus on as the group members prepare their individual plans include:

- making routines enjoyable, using varied approaches
- using routines to extend children's skills of independence in a purposeful way
- pairing children up, to encourage peer support and learning to take place, rather than using 'able' children to carry out routine tasks on their own.

Draw the group members back together, inviting them to share their plans, focusing in particular on the hoped-for benefits to the children.

Activity Sheet

Choose one or two routines currently in use within your setting. Draw up a plan that will develop these routines into opportunities for extending children's learning. Issues to consider include:

- deciding on which routines are useful
- making routines enjoyable, using varied approaches
- using routines to extend children's skills of independence
- pairing up children for routine tasks to encourage opportunities for peer learning.

Routine(s) to be developed

Stages of the process

Benefits of supporting children's learning

Just Reading

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Just Reading

Session 1: With a little help from my friends

Time
One whole day

Focuses
- To raise awareness on gender differences in relation to the development of reading.
- To reflect on practice and establish a clearer picture of how boys and girls develop as readers – identifying how we might respond to gender differences in the development of reading.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.
- Photocopy enough video transcripts for the group.
- Photocopy enough statement sheets for the group.

Leader's notes

Note: it is important to establish at the outset that nothing we do should be at the expense of girls' achievement but instead acknowledge that, given the growing body of evidence that girls and boys learn in different ways, we should provide equal opportunities for them to do so. It is also important for the leader to prevent the discussion from focusing on simple male and female stereotypes and to point out, where appropriate, that the differences under discussion are not exclusively appertaining to girls or to boys.

The purpose of this activity is to promote discussion and understanding of the issues relating to gender, literacy and the concern over boys' underachievement across the curriculum. Using the four sequences to open the discussion, this session will explore how the gender gap begins to surface in the early years and will encourage staff to consider issues relating to the underachievement of boys. The day is based on the video sequence 'Just Reading', which has four short sections.

Morning session

Set the scene for the day by explaining that the focus will be on gender and literacy – with specific attention focused on boys and reading.

Distribute Activity Sheet A to the group. Show the four video sequences 'Just Reading' and invite the group members to record their individual responses to the first part of the activity sheet, which focuses on the strengths of boys and of girls as they develop in reading.

Now ask the group to discuss its observations divided into pairs.

Draw the group members back together and briefly note any key points arising from their discussions on a flip chart before asking the group to move on to the next part of the activity. At this point it may be helpful to show the video once again and distribute the transcript of the sequence in order to clarify any details.

The second part of the activity asks the group members, again in pairs, to reflect on their own experience. Allow the pairs enough time to reflect on their own experience and to listen to each other.

Now invite each pair to join up with another pair to report on their findings and to broaden out their discussions.

Finally, draw the pairs together and discuss what is the real picture emerging from practice. Key points to emphasise to the group include:

- reflecting on our own practice is a helpful starting point from which to consider the gender gap
- acknowledging that much of the research to date has centred on the later stages of the primary setting and on the secondary setting, where the gender gap has set in and widened
- recognising that the early emergence of the gender gap may be identified through careful consideration of differences noticed between boys and girls as they become readers.

Morning Session Activity Sheet

The four video sequences we see give us a snapshot of boys and girls engaged in early reading experiences.

As you view each of the video sequences jot down what you consider to be the strengths of the boys and girls as they develop in reading.

Girls' strengths	Boys' strengths

In pairs now share your thoughts with a partner. You may wish to see the video again or refer to the transcript to help clarify any matters.

Do you feel that the strengths you have identified above might equally be displayed by both boys and girls – or are there discernible and significant differences that you would associate mostly with one gender? If so, why might this be?

Morning Session Activity Sheet (continuation)

In your own experience have you noticed any particular differences in the ways girls and boys approach and engage in reading? It may be helpful to think about aspects such as:

- their attitudes towards reading
- their reading behaviours
- what tends to spark their interest and sustain their motivation in reading
- their self-concept as readers
- who they choose to read with – and who they chose to read to
- who they ask to read to them
- what they choose to read
- where they like to read
- what they say about books and reading.

If you have identified particular differences above, how might you account for these?

Afternoon Session

Now move the focus to looking at the statement sheet, which asks the group to focus on a range of issues for consideration. It is important to stress at this point that the afternoon will be spent on examining the statements, all of which have been drawn from research evidence, and that the group may recognise many issues from their own observations and experience. It is important at this point to be clear that the complexity of the matters raised by the statement sheets demand thorough and detailed discussion.

Divide the participants into small groups, selecting a few statements for each group in order that the full range of statements is covered. Some of the statements may be clustered together, as they cover similar issues. Distribute Activity Sheet A for participants to record their suggestions.

Invite the groups to work through the task, reminding them to choose one person to report back on behalf of their small group at the end of the afternoon.

Stress that important outcomes of this activity will include:

- developing clearer understandings together
- identifying possible next steps that might contribute towards purposeful progress on gender and literacy in their own establishments.

While the small groups are working on their statements, it is helpful to circulate amongst them, posing questions that might assist them in their reflections and which will keep the achievement of both boys and girls to the fore. Questions to pose might include:

- since the evidence suggests that boys like to read from computer screens might it be reasonable to plan more opportunities for them to do so, capitalising on this preference?
- might girls then be missing out on the kinds of texts boys enjoy, such as media and electronic texts – and even information texts?
- have the groups considered the statements from the perspective of both boys' and girls' achievement?

Finally, draw the groups back together, allowing time for them to report back to everyone.

Record on the flip chart the key issues and findings from the session in order to provide a summary of them to conclude the day. It may be helpful to collate the group responses and distribute its findings to all of the participants following the day's session.

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Afternoon Session Statement Sheet

1. Girls practise reading at home more than boys and therefore gain more experience in reading.

2. Literacy is often regarded as a female domain because mums (and other female family members) read to their children more than dads.

3. The research evidence suggests that both girls and boys report that they see female members of the family reading most at home. Females in the family are more likely to read for pleasure and not just a set purpose, as is often the case with males.

4. Girls report that they enjoy reading more often than boys and are more likely to develop reading as a hobby. Boys rarely regard reading as a leisure pursuit, preferring sports, computer games and playing outside.

5. Boys respond more negatively than girls to school activities associated with reading. Boys begin to rebel against reading, regarding it as a 'feminine' pastime and therefore at odds with the development of their own masculinity.

6. Boys often report that most of their reading takes place in school. Even when boys have learned to read they often choose not to do so.

7. Parents' and teachers' own gender values can often lead to lower expectations of boys in the area of literacy, and there is a real danger that these messages will be picked up by children.

8. Boys tend to have a more negative self-concept as readers than girls. They tend to underestimate their ability in reading.

9. Boys and girls appear to read different things. Boys opt for more non-fiction, such as factual books about how things work or information books about sport, computers or hobbies. Boys are more inclined to read graphic novels, comics and newspapers and collect series. Boys have a preference for reading from the computer screen. Girls read more poetry and fiction and, on the whole, have a wider range of reading tastes than boys.

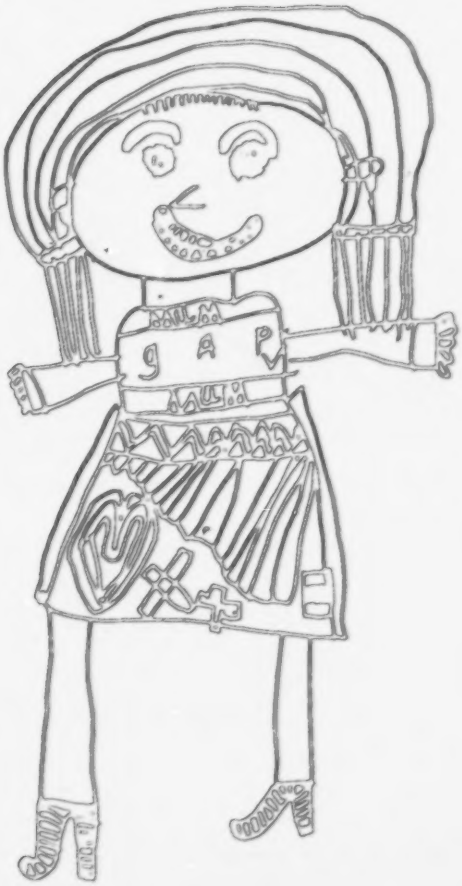
10. Girls are more likely to talk to their friends about books and reading and share their experiences. They like to give recommendations about good books and writers to each other. Boys are less likely to talk about their experiences of reading with friends or family.

11. It is argued that current education practice is more suited to learning styles more often associated with girls and their preferences. The evidence suggests that boys respond more favourably when their learning

styles are acknowledged and learning experiences are more active, louder, more tactile and include an built-in element of competition.

12. Girls tend to approach their work in an organised and systematic way. Boys, on the other hand, need learning activities to be well structured with clear, shorter-term goals and with frequent feedback to help them sustain their effort. Girls like literacy activities involving reflection. They perform better on sustained tasks, which are more open-ended and process-based.

13. Achievement for all in reading can be greatly enhanced when the book stock provides a wide range of texts that will engage both boys and girls.



Afternoon Session Activity Sheet

Some issues to consider

- In your groups, select two or three statements from the attached list that you wish to focus your discussion on.
- Do these statements, drawn from the research evidence, resonate with your own observations and experiences? If so, consider what the implications might be on girls' and boys' achievement in reading.
- Suggest possible strategies that might be employed to address any particular concerns.
- Who might you share this information with – and what might the next step be in order to promote purposeful progress on gender and literacy in your establishment?

Statement number	Implications for boys' and girls' achievement in reading	Possible strategy for addressing concerns

Session 2: Enjoying reading

Time
About two and a half to three hours

Focus
- To explore possible sources of support for children as they become readers, with a particular focus on:
  - how adults support early reading
  - how children support each other in early reading
  - the importance of planning a range of supportive reading experiences.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to explore how the development of children's early reading can be supported through a range of adult and child-initiated experiences. The activity is designed to help promote discussion on the challenging issue of how continuity and progression can be ensured, through a rich and varied menu of supportive reading experiences, both structured and more informal, for beginning readers. It is, therefore, a particularly effective activity to use with a mixed group of early years and primary staff. The activity is based on the video sequence 'Just Reading' that has four short sequences.

Introduce the activity by explaining to the group that the focus is on supporting early reading. Briefly set the context for the four video sequences, emphasising that the group is about to see children 'just reading' in a range of different contexts.

Distribute Activity Sheet A and show the video sequences again, this time inviting the participants to focus on the first part of the activity sheet. After individual consideration of the evidence, invite the group members to discuss their thoughts in pairs.

Now draw all the group members together and make a note of their responses on a flip chart, using the given headings on the activity sheet as a framework for discussion. It may be useful to draw attention to:
- the range of experiences on offer to the children and how far these might be planned or unplanned, child or adult-led
- the value of adult-led and child-led support
- how the children might have acquired these strengths, understandings and reading behaviours

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- environments for reading
- whether the group noted any surprises as they recorded the children's strengths
- how observations during child-led, or less-structured reading experiences, can be captured and used positively to inform planning.

Now shift the group's attention to its own provision, and invite it to focus on the second part of Activity Sheet A. Ask the group members to list the range of reading experiences they offer children in their own settings and how far children might have the opportunity to practise and develop some of the reading behaviours we see in evidence in the video.

Draw the group members back together and briefly note their suggestions on the flip chart, making the links to continuity and progression in learning. It is helpful at this point to emphasise the benefits that many children gain from a variety of reading activities many of which will relate to the kind of experiences they have encountered in the home and in early years settings. Discuss with the group how ensuring this diversity might contribute to continuity and progression in their learning as the children move to Primary 1.

Conclude by focusing on Activity Sheet B, most of which will be undertaken following the session. Invite the participants to identify an area, arising from the discussion today, which they would like to develop further in their own setting.

Give the group members time to draft individual action plans for themselves and time to discuss their ideas with others. Distribute the 'Planning for your own Provision' sheet for them to record their proposed initiative, explaining that a key purpose is to help strengthen continuity and progression in children's early reading.

Discuss with the group what information might be included. For example:
- classroom management and organisation
- planning implications
- implementation issues
- children's responses
- any barriers that were encountered and how these were overcome.

It would be helpful, if possible, to make arrangements for a recall session, where group members would have the opportunity to:
- share the successes of their initiatives
- consider the impact on continuity and progression in children's learning.

Draw the session to a close and ask the group members to share briefly their own proposals.

Activity Sheet A

As you view the four sequences, jot down the strengths the children display in early reading. You may wish to focus on aspects such as:

- the children's attitudes
- their level of enjoyment and engagement
- their level of confidence
- how the children see themselves as readers
- how far the children support each other.

List the different types of reading activity you provide for children. Include the full range from adult-led, more-structured activities to those that are less structured and more child-led.

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Now, in pairs, consider the value of the more informal, more child-led activities you have listed. How might the attributes the children acquire in these activities be developed in the more 'formal', teacher-led support, such as big book lessons and group reading sessions? What, if any, are the implications of this in terms of planning?

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Activity Sheet B

Planning for your own provision

Select one of the issues arising from the discussion and consider how you might enhance provision in your own setting. Draft out below an individual action plan that you would like to work on following this session.

Area for development

Stages of the process

Barriers encountered

Solutions achieved

Benefits in supporting children's early reading development

Lights, Camera, Action!

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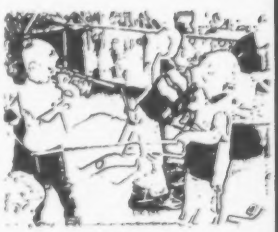
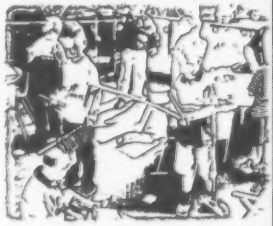
Lights, Camera, Action!

Session 1: Take One!





Time
About two hours

Focuses
- To discuss as a group how learning environments can allow children both to initiate and to develop their own learning.
- To encourage staff members to reflect on their own learning environments and the potential for spontaneous learning.

Preparation and resources
Note: in advance of this session, participants need to prepare an audit of their own provision – their nursery or primary classroom. This could be in the form of a layout plan and accompanying list of resources, which participants need to be asked to bring with them to this session.

- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to illustrate how the environment can encourage learning opportunities and to begin the discussion on children's spontaneous learning. The activity is based on the video sequence 'Lights, Camera, Action!'

Show the group the video sequence 'Lights, Camera, Action!' and distribute Activity Sheet A 'What do you see?' Draw the group's attention to the two sections on the activity sheet, the first to be completed individually, and the second section to be completed with a partner.

Offer the group the opportunity to view the video sequence again, before going on to complete the first section of the activity sheet. Once the group has completed the first section 'What do you see', invite them into pairs to complete the second section of the activity sheet, 'What learning is taking place?'

Draw the group members back together, and record on the flip chart the main issues emerging from their discussions of what they have seen and what learning they feel was taking place. These might include the following.

What do you see?

- Children planning their play
- Children negotiating and demonstrating an understanding of 'fair'
- Children observing the actions of others and role playing
- Children working as a team

What learning is taking place?

- Children learning to plan their play from the resources around them
- Children learning to use negotiation skills
- Children putting newly acquired knowledge into practise
- Children learning to cooperate

Allow the group members enough time to discuss their findings fully. Then ask them to consider how the environment might have helped to facilitate the many aspects of learning they have just identified. Note on the flip chart the responses of the group, which might include:

What makes an enabling environment?

- allowing children freedom of movement
- making a wide range of resources accessible
- not restricting the use to which areas and resources are put
- welcoming unexpected happenings and allowing children to respond in their own way to them
- recognising the invisibility of the adult as a positive rather than a negative, which allows children to practise their own skills of negotiation, etc.

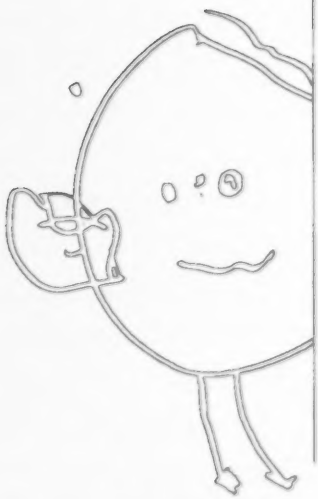
Now focus the group members on the audits of their own provision. Acknowledge the diversity of provision that may be represented, e.g. playgroup, nursery, Primary 1 class. Ask them to think of their own provisions, individually, in the light of the list they have just made on 'What makes an enabling environment?'.

Ask the group members to consider how their own provisions measure up against this list. Invite the group to share any examples from their own environments, which they feel facilitate children's spontaneous learning.

It is important to acknowledge at a suitable moment, that, for a variety of reasons, this activity can prove quite a challenging one. Ask the group to identify briefly what some of the difficulties are in relation to providing an 'enabling environment'. These might include:

- lack of resources
- lack of space
- lack of time to allow for spontaneous learning
- differences in layout between early years and primary settings.

It is useful at this point to remind the group of the many meaningful learning experiences it has identified from the video sequence. Ask the group members to conclude by thinking of one positive change each can put in place over the next few weeks in their own settings that will directly encourage children's spontaneous learning. Ask individuals to share briefly their proposed change and note their proposals on the flip chart.



Activity Sheet

What do you see?

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What learning is taking place?

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Session 2: Eeny, meeny, miny, mo ...

Time
About two hours

Focuses
- To discuss the adult role in recognising evidence of children's spontaneous learning.
- To examine how planning can be responsive and flexible.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to encourage staff members to consider how their focused observations of children's self-initiated learning can be incorporated into existing plans for children's learning. The activity is based on the video sequence 'Lights, Camera, Action!'.

Show the group the video sequence 'Lights, Camera, Action!' and indicate that spontaneous learning is taking place. Encourage the group to look for evidence of spontaneous learning throughout the sequence.

Ask for the group's initial response to what it has seen.

Note on the flip chart the main issues emerging from the group's discussions of what it has seen.

Now ask the group to consider any evidence it has of purposeful learning taking place and invite it to back up its impressions with further observation, focusing this time just on the first half of the video sequence, with 'Eeny, meeny, miny, mo'. Distribute Activity Sheet A and show this section of the video sequence, asking the group members, in pairs, to note their responses on their own flip chart paper, once the sequence has been shown.

Invite the pairs to present their findings, displaying the completed flip chart papers so that they are visible to all. Discuss as a group. There should be a wide range of learning identified, but it may be useful to focus the group on particular features, such as children inventing situations, children using verbal and non-verbal language, if they are missed.

Now show the group members the second section of the video sequence again, with the children taking on the roles of cameramen and sound engineers, asking them to consider the same questions. Ask them to try to draw links between the skills and understanding they saw being demonstrated

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in the first clip and children's evident skills and understanding in the second clip and to add these to the comments already noted on the flip chart. Examples might include:

- skills of negotiation, e.g. 'I'll be the baby dog' (section 1) and 'You do him' (section 2)
- children's knowledge and understanding, e.g. taking on the roles of others and developing their own worlds.

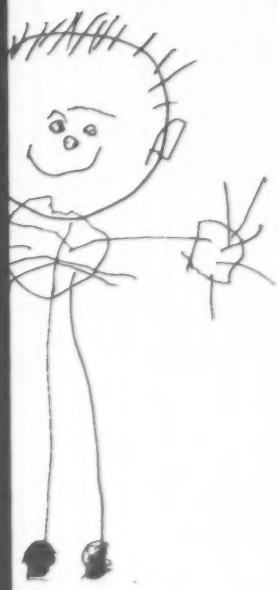
Discuss responses as a whole group.

Ask the group now to consider, having detailed all the purposeful learning that is taking place in 'Lights, Camera, Action!', how planning can be responsive enough to incorporate information gained from children's self-directed, spontaneous learning.

Focus the group on the possible difficulties by asking it to complete Activity Sheet B, which has a list of statements for them to agree/disagree with.

Following on from this ask the group to feed its responses back and allow time to look at the difficulties – asking for suggested strategies for overcoming these difficulties. Possible strategies for overcoming difficulties might include:

- trying to see the links already in place between planning and the observations you have made of children's learning
- recognising that the speed with which children's interests can change can often make planning 'messy', but responsive
- adjusting plans to take into account evidence of children's interests and monitoring how this assists with assessment
- using displays of photographic evidence and documentation to explain the value of what children are learning.



Draw to a close by inviting the group to break into smaller groups in order to think about how they would plan for the children's learning, based on the evidence that they already have. Use this as an opportunity to move between the groups, refocusing on the learning identified earlier where necessary.

Invite the small groups to share their key suggestions with the whole group, noting key points on the flip chart.

Activity Sheet A

On flip chart paper, list evidence of:

- the skills that are being demonstrated

- the knowledge and understanding that the children reveal

- the preferences and interests that are being displayed.

Activity Sheet B

In providing for children, it can sometimes feel difficult to adapt our plans to incorporate children's interests and children's self-directed learning.

Have a look at the statements below and see whether you agree or disagree with them. Do any of them reflect some of the difficulties you feel you have yourself?

- I would feel under pressure if I had to go with the flow of children's spontaneous learning – would they have learned what I had intended them to learn?

- It's difficult to justify to others the value of what children are learning through their spontaneous play – and to convince them that it is legitimate learning.

- These things may be valuable, but they can't be linked in to the 5–14 national guidelines, or my forward plans for the class.

- I can recognise that learning is taking place – but time is always a factor!

- I would need to think carefully about how to change or readjust my short-term plans as a result of observing this type of spontaneous learning.

- I would have to be sure that this type of assessment of children's learning would help me to plan and organise.

Session 3: When I grow up I'd like to be ...

Time
One and a half hours

Focuses
- To discuss and plan methods of sharing evidence of learning with others.
- To allow staff to think of methods of exemplifying to others the role that spontaneous learning plays in early years and primary settings.

Preparation and resources
- Video – *Progress with Purpose*
- TV and video
- Flip chart and pens
- Photocopy enough activity sheets for the group.

Leader's notes

The purpose of this activity is to encourage a shared understanding of children's learning. It is designed to allow staff members to plan their own session for sharing information with others, for example, parents. The activity is based on the video sequence 'Lights, Camera, Action!'.

Show the video sequence 'Lights, Camera, Action!'. Ask the group to make brief notes on evidence of children learning. These might include children:
- resolving a problem
- following 'rules'
- engaging in conversation
- sharing resources
- taking responsibility
- cooperating
- directing
- following instructions
- imitating others
- developing relationships.

Ask the group to break into smaller groups of between two and four, to design an information sheet that is accessible to others and ties the evidence from the video to key aspects of children's learning from the *Curriculum Framework 3 to 5*, and to the *5–14 National Guidelines*. This will involve pairing up staff members from early years settings and primary settings where possible.

Distribute Activity Sheet A and invite the groups to use this as a basis from which to start planning their own information sheets, asking them to also consider how they might present this to others alongside the video.

The discussion that takes place between the members of the small groups as they draw up their information sheets is very important as a means of sharing

perceptions, so time needs to be allowed for this to take place.

Ask the small groups to feed back to the whole group, sharing the results of their work and the range of ideas on how to share the video and information sheet. These could include:

- a parents' evening
- an introduction to playgroup, nursery or Primary 1
- an evening on 'Curriculum'.

Following on from this, still working in mixed groups, ask staff members to plan how they might use 'Lights, Camera, Action!' jointly at a session for parents, in order to share with parents' arrangements for continuity and smooth transition, and to value the parental role in this.

Key issues could include:

- explaining how settings liaise
- outlining transition arrangements
- highlighting areas of continuity between the early years and primary settings
- discussing how settings work together in order to share information on individual children
- highlighting the role that parents play, by asking for information on how they prepare their child for change
- valuing the role that parents play, by acknowledging their place as educators.

Invite individual groups to share their proposals with the whole group, noting key points on the flip chart.

Activity Sheet

Put a tick in the last two columns when you see evidence of this aspect of learning.

What children are learning	Where it fits 3–5 and 5–14 curricula	'Eeny, meeny, miny, mo ...'	'Cameraman, sound engineer'
Use the examples below and any others you have identified. • children learning to resolve problems • children practising what they know about rules • children learning to communicate • children learning to share resources • children learning to take responsibility • children learning to cooperate • children learning to take the lead • children learning to follow instructions • children learning through imitation • children learning to relate to others •			

Session 4: Take Two!

Time
Two and a half to three hours

Focuses
- A practical session designed to encourage staff to make use of video and digital camera to record evidence of children's spontaneous learning.
- An opportunity for staff members to present their own evidence of children's learning.
- An opportunity to build on some or all of the previous sessions on 'Lights, Camera, Action!'.

Preparation and resources
Note: in advance of this session, participants need to be asked to collect evidence of children's spontaneous learning, either on video (a short, five-minute maximum, sequence) or on photographs. Participants need to be asked to bring this evidence with them to the session.

- Video – *Progress with Purpose*
- Video – *Learning is Magic*
- TV and video
- Display board for photographs
- Flip chart and pens

Leader's notes

The purpose of this activity is to allow staff members to capture their own evidence of spontaneous learning, within their own settings. The discussion that takes place within the group is the primary focus of this session, as it shares and discusses its video and photographic evidence.

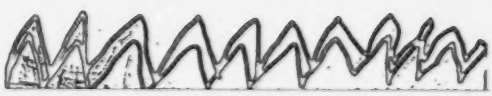
Invite the group members to make their individual presentations of video and photographic evidence followed by feedback and discussion.

Following on from this, show the group 'Lights, Camera, Action!' and 'Looking at folios' from *Learning is Magic*. Invite it to draw out the common themes, which might include:
- children working together
- peer learning
- children's interests
- building relationships
- children's friendships.

Conclude by asking the group members to work in pairs to consider how they might use their own video sequences and photographic evidence, in order to:

- evaluate provision
- plan progression
- share achievement
- reflect with children.

Record on the flip chart the key issues from this discussion.



And in conclusion ...

In preparing these materials the writing team identified a whole range of issues that are highlighted throughout the video.

Within this publication it is not possible to include all their ideas, but below are some suggestions for additional consideration, upon which you may wish to base some activities of your own. You will find it helpful in designing your own activities, to look at the suggestions outlined in the section 'Support for Group Leaders' and basing your activities on the models provided.

- Children's justice
- Management issues
- Ensuring continuity of physical space – mirroring settings
- Resourcing for creativity
- Involving parents/carers in the assessment process – spontaneous learning in the home environment
- Supporting children's interests
- Methods of documentation
- Gender issues and behaviour
- The holistic nature of children's learning
- Cross-curricular provision and the outdoor environment

Appendices

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Appendix 1: Toadstools transcript

In background

Teacher: What's that you've got?

Child: Come on, Billy.

Teacher: A bit different from the other ones you've got.

Child: It isn't fair, it isn't fair.

Child: Look what I've found, look what I've found

Child: Cool

Ranger: I can see ...

Eilidh: Well, I see a toadstool

Teacher: You see a toadstool *<Ranger says 'a toadstool', at the same time>*

Ranger: Wow.

Louise: I can see a frog.

Teacher: A frog?

Eilidh: Where's a froggie?

Rachel: There!

Louise: A tree.

Eilidh: A toadstool. *<These two statements are spoken at the same time>*

Teacher: A toadstool.

Eilidh: Just like one we found up there.

Teacher: I don't remember finding one up there.

Andrew: This is a ...

Teacher: Where's the toadstool?

All: Here.

Teacher: Oh, be careful with it <*David steps on it*> Ach, David. Oh, oh, now that's really sad.

Eilidh: That toadstool could have been a ...

David: 'm taking this.

Teacher: Did you hear that, David? Eilidh, tell him again. Tell him again.

Eilidh: These are poor things.

Teacher: Why are they poor things?

Eilidh: 'Cos ...

Louise: Fairies live in them.

Eilidh: Yes, my gran knows a ... a wee story all about it.

Teacher: But what did you tell, what did you say to David after he stood on it.

Eilidh: Can't remember.

Teacher: Something about growing.

Andrew: It grows in plants then it grows in seeds. When a gardener's ... it

David: I'm taking this.

Teacher: Do you think that was sensible to do that?

David: No.

Teacher: What'll happen now?

David: Die.

Child: Die.

Teacher: Eilidh, what do you think'll happen to it now?

Eilidh: It'll die.

Andrew: Let it go because it's dirty.

David: It's not.

Teacher: That's a shame.

Eilidh: That was a big shame wasn't it?

Teacher: It was really sad actually. Let's go and see if we can find some but if you find another one what do you think you should do, David?

Eilidh: Don't stand on it. Definitely don't stand on it.

David: Don't stand on it this time.

Teacher: Why shouldn't you stand on it?

David: Because it's cruel.

Andrew: I've got them.

Teacher: It's cruel, that's right.

.....

Teacher: I don't know what they are. These ones are straight.

Andrew: These ones are grass.

Teacher: Tell me about these, Louise. What's different about them?

Louise: These are straight and these are not straight.

Teacher: Have you got any of these in your bag, Andrew?

Andrew: No.

Teacher: What have you got in your bag?

Andrew: Green things.

Teacher: What are these? These are green things.

Rachel: Can you bring me a stick?

Andrew: Aye, green, jaggy things.

Rachel: Can you bring me ...?

Teacher: I don't think they're jaggy. Aisha, do you think these are jaggy?

Aisha: No.

Eilidh: No, they're not. They don't feel jaggy to me.

Rachel: They're thin.

Eilidh Ow.

Teacher: What do they feel like?

Rachel: They're very thin, aren't they?

Teacher: They are very thin, aren't they?

Ranger: They are thin. If you ran your hands down there, like that. What's that feel like?

Teacher: What does that feel like?

Ranger: Is it as soft as your scarf?

Louise: No. No.

Ranger: What if you ran your hands that way. Does it feel the same?

Teacher: David.

Louise: No.

Ranger: What's it feel like?

Louise: It feels jaggy.

.....

Ranger: They're very tricky to get hold of. If I put that in my hand there. Can you see how that little seed is?

Children: Yeah.

Ranger: You wouldn't think anything that small could grow into a big tree, would you?

Eilidh: No, definitely not.

Ranger: But it does <*At the same time a girl says 'yeah'*> 'Cos you're all small, but how tall are you going to grow?

Eilidh: Really tall, I want to grow as tall as my daddy.

Ranger: Why? Is your dad as tall as a tree?

Louise: No-o-o-o.

Eilidh: He's about ... he's about ...

Louise: My dad's very big.

Eilidh: He's about, he's about ... a size of you.

Ranger: About the size of me? So, some trees are the size of me.

<at the same time>

Eilidh: Definitely not that one.

Ranger: Sometimes they grow a bit further.

Ranger: Nope, is that one bigger than me?

<at the same time>

Louise: Yeah.

Eilidh: Definitely.

Ranger: Yeah.

Eilidh: I think you'd be up to that branch there.

Ranger: *<at the same time>* Yeah, 'cos its been around, its ...

Ranger: How tall am I then?

Eilidh: You're just up to there.

Ranger: Up to there? And how tall are you?

<Louise and Eilidh giggle>

Ranger: Up to that one? I wonder if you come back in, well, if you come back next year.

Louise: Uh-huh.

Eilidh: I'll probably be five.

Ranger: Will you be taller than this branch?

Eilidh: I'll probably be five. I think I'll be five then.

Ranger: Well, how tall will you be when you're five?

Louise: Em That tall.

Ranger: That tall?

Louise: My brother's six and he's ...

Eilidh: I think I'll be that tall.

<at the same time>

Andrew: Everyone's ... move back.

Louise: I'm sure I'll be that tall.

Andrew: Move back.

.....

Eilidh: Now David, don't stamp on it.

David: What are they?

Ranger: What do you think?

Eilidh: Big toadstools.

Ranger: Big toadstools, yeah, I'd go along with that.

David: Can you steal one off?

Ranger: Look at that.

David: What is that?

Eilidh: Is it blood?

Ranger: Well, it's not blood. It's something better than blood.

Eilidh: Mud?

Ranger: What do you use to write with?

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<at same time>

Eilidh: Ink.

David: Ink ... ink.

Ranger: Ink, this is ink.

Eilidh: How can that be?

Ranger: When they used to write with feathers, the tip of them they used to get these mushrooms or toadstools and make ink out of this.

Eilidh: Maybe we could get that.

Ranger: Maybe, but I think it takes a lot, a bit longer than what we've got today.

Eilidh: Here's another one.

Ranger: There is?

Eilidh: That one seems to be open there ...

Ranger: Can you see that?

Andrew: And there's nobody inside it.

Ranger: But there's lots and lots of seeds inside that. You remember the little cones that we saw with that little seed that I had on my hand? Well, the seeds in here are so tiny that you can't even see them.

David: Can you ...?

Eilidh: Are they, are they tinier than a pea. Are they this size?

Ranger: Really tiny. About a million of these seeds might be as big of a pea.

<at the same time>

Andrew: 'm gonna leave this piece ... big boys and girls come and get it.

Eilidh: This size?

Ranger: Smaller.

Eilidh: This size?

Ranger: Much smaller. I don't think you could even pick one of these up.

<at the same time>

Andrew: If they come here.

Andrew: Over here.

<at the same time>

Louise: That size?

Eilidh: I think it's the size as a spider's leg.

Ranger: Smaller.

Louise: That size?

Rachel: Is it this size?

Ranger: Nope, it's much, much smaller than that.

Appendix 2: Bear Drawing transcript

Leigh: Kirsten, what is that?

Kirsten: I don't know. <*pause*> Are you trying to do that?

Leigh: No.

Caroline: Are you trying to do that?

Leigh: Look.

Kirsten: I don't think you'll be able to do this ... You'll have to copy Caroline.

Leigh: Ha, ha.

Caroline: That's it.

Leigh: I know, but I'm not doing that.

Boy: Bears don't.

Kirsten: That isn't a bear.

Caroline: This is a bear.

Boy: Bears don't have black.

Caroline: Sometimes they do.

Kirsten: Bears have brown.

Leigh: Oh, something's itching me. <*pause*> Kirsten, look at that, turns green alright. Ahahaha. Look, mum, Kirsten.

Kirsten: See. <*pause*> Look at mine, Leigh.

Caroline: Look. <*pause*> Don't write the same name as me.

Kirsten: I'm not, I've got a 't' in it. There. I've started my name already. But I haven't finished it.

Caroline: I wanted green.

Boy: Who's that? And that and that and that ... <*over the girl's reply*>

Girl: My mummy.

Boy: And who's that?

Girl: That's my family.

Kirsten: Took that out same time's that ...

Leigh: This is, ha, a little long weevil.

Caroline: I've got red. Leigh.

Kirsten: Caroline. Have a good laugh at this.

<Caroline and Kirsten laugh>

Kirsten: Here have a good laugh at this.

Leigh: Ha, ha, ha

Kirsten: Will we put some click clops on her?

Caroline: I'll put some click clops on mine ... there's some click clops ... there's some click clops.

Boy: What is that?

Caroline: A bear. *<pause>*

<Caroline laughs>

Kirsten: There. I've done my click clops. Leigh look.

Caroline: Leigh. You'll have a good laugh at this. Look.

Leigh: That's the same as Kirsten's. Why did you draw that? Well ah.

Kirsten: You're just going to copy us, aren't you?

Leigh: No, she copied you.

Kirsten: No. *<pause>* She wanted to put click clops on hers first, didn't she? *<pause>* I just wanted to quick.

Caroline: And now I'm doing the back.

Leigh: And I'm still on the front, are you?

Kirsten: You know I'm still on the front 'cause you can see my bear. *<pause>* I'm doing spots as well. *<sings>* It's raining, it's

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pouring, <*the other girls join in*> the old man is snoring. He went to bed and bumped his head, and couldn't get up in the morning.

Kirsten: I'm gonna do grey spots now. <*pause*> Caroline, why don't you get grey 'cause I've got grey?

Caroline: I'm getting black 'cause I need black. No, I'm using blue.

Kirsten: There's two greys there, I wanna find them.

Appendix 3: Just Reading transcript

Girl: I think that's the last can of juice that she's got behind her back trying to trick me.

I've got the last can of juice. Ahaa.

All you're getting is a little sip.

Split that juice in half and make sure there's the same.

So cut the juice cut these and the juice.

.....

Teacher: *Help me Ben, get me down.* Is that right?

Children: No.

Boy: No, that's Dad.

Teacher: Och, it's Dad. *Help me Dad, get me down. I can't ride fast.* Was that OK?

Children: Yes.

Teacher: Thank you very much; let's turn to the next page. Oh, this looks an awful lot here. *Come on Ben, said Dad. Up you get.* Was that right?

Girl: Yep.

Teacher: Did that say 'Up you get'?

<Girl shakes head>

Teacher: What does it say?

Girl: Can.

Teacher: No. What does it say? That word there?

Teacher: Are the boys going to help me this time?

Boys: Yeah.

Teacher: Yes, please. OK, ready boys? Here we go.

Boys and teacher: *Lad can go with you, said Dad. Come on Lad said Ben. Come up here with me.*

Teacher: Slide your finger over. Slide your finger over. Here we go.

Boys and teacher: *Can Sparky go fast? said Ben. Yes, Sparky can go fast. Come on Sparky. Ben likes to go fast.*

Teacher: Would you like to go fast?

Children: Yeah.

Teacher: Oh, I'm not sure.

Child: My mum goes fast.

Teacher: Oh, I'm not sure about that.

Girl: I want to go fast.

<At the same time>

Boy: I would like to go fast.

Boy: I would like to go up high.

Teacher: Let's see what the last page says. The last page already, can you believe it? We've finished this book already. Let's read what it says. Let's all help each other, ready? Magic fingers, here we go.

All: *Look at us. Sparky can go fast. We like this ride.*

Teacher: Would you like this ride?

Children: Yes.

Teacher: Would you like to go on that cart?

Teacher: Hold on, just a second.

Child: Yeah, I'd like to go fast.

Child: I would like to go fast as anything.

Teacher: You would?

.....

Boy: What's that, cabbage? *Wiggle, waggle.*

Girl: Cabbage. Down the wall.

Boy: *Down the wall. Wiggle waggle.* Wh-what's that say, Romany?

Girl: Anything.

Boy: What?

Girl: Anything.

Boy: *<slowly> Anything ... Anything. <normally> Anything.*

Girl: Sleeping.

Boy: *Sleeping. Wiggle, waggle.*

Girl: Can, Creep.

Boy: *Creeping and crawl. Dark and still. <Girl says 'dark' and 'still' at the same time as him.>*

Boy: *Dark and still.*

Boy and Girl, together: *Dark and still.*

Boy: *In the ... w ... case. <Girl says 'the' at the same time.>*

Boy and Girl, together: *Sl-sleep and wait.*

Boy: *Sleep and wait.*

Boy: *Sleep and wait. <Girl says 'sleep' at the same time.>*

Boy: *And dream of space <Girl says 'and' at the same time.>*

Boy: *Wiggle, waggle.* Over, no.

Girl: Out.

Boy: *Out of darkness. <Girl says 'of' at the same time.>*

Boy: *Wiggle, waggle, to the sky.*

Girl: Wiggle, waggle.

Boy: *Wiggle. Wiggle, waggle, s ... p ... read your wings. Wiggle, waggle. Butterfly.*

Boy in striped shirt: Right what's this?

Bright and early in the morning we wake up one by one.

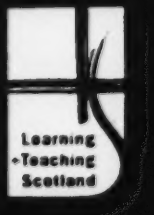
Today it's their birthday so they'll have a lot of fun.

They're messing about with the pillows, like a little monster.

But you never know, they might have fun, just like a 'sponster'

The caterpillars are liking it.

They're having so much fun.



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